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ABSTRACT

A federally funded comprehensive skills development and job placement program for Cuban and Haitian immigrants to Florida is described. The cooperative program of the United Way of Dade County, Inc., Miami-Dade Community College, the Spanish American League Against Discrimination, and Coalition for Progress served 8,916 refugees. Aspects of the program outlined and discussed include (1) an introduction to the evaluation of the program, (2) a description of its intent, (3) program objectives, (4) management structure, (5) development of a computer database for management and recordkeeping, (6) day care and transportation provisions, (7) recruitment and referrals, (8) counseling services, (9) criteria for determining student self-sufficiency, (10) curriculum components and tracks, (11) linkages with public and private organizations, (12) services provided by Miami-Dade Community College, (13) other cooperating agencies, (14) employability assessments, and (15) findings and recommendations. Expenditure data, anecdotal accounts of student success, and other statistics and supporting data are appended. (MSE)

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ED238251

UNITED WAY OF DADE COUNTY, INC.
ESL/HELP

(English as a Second Language/Haitian Hispanic Employability Language Project)

A SUMMARY REPORT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
OF THE DELIVERABLES FOR THE
ESL/HELP PROJECT
AS INDICATED IN THE WORK STATEMENT (SCOPE OF WORK)

CONTRACT NUMBER
300 - 81 - 0142

SUBMITTED: JANUARY 1983
TO THE UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

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FL01404

A SUMMARY REPORT

OF THE

UNITED WAY OF DADE COUNTY, ESL/HELP PROJECT

Face Sheet

1. Full Legal Name and Address:

United Way of Dade County, Inc.

955 S.W. Second Avenue

Miami, Florida 33130

2. Name and Title of Director

Mr. Floyd R. Davis, Jr.

Vice President, Finance and Administration

3. Type of Business

Voluntary organization that strives to improve the life of the community through voluntary planning, allocation, advocacy, and fundraising.

4. Name of Payee:

United Way of Dade County, Inc.

955 S.W. Second Avenue

Miami, Florida 33130

5. Contact Person

Name: William E. Jackson, Ed.D.

Position: ESL/HELP Project Director

Phone: (305) 541-6940

6. Number of Persons Enrolled:

8,916

&. Number of Persons Served:

23,383

Submitted by: Floyd R. Davis Jr.

Mr. Floyd R. Davis, Jr.
Vice President, Finance and Administration
United Way of Dade County, Inc.

Prepared By: William E. Jackson

William E. Jackson, Ed.D.
Project Director
United Way of Dade County, Inc.
ESL/HELP Project

Contract No. 300-81-0142

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A C K N O W L E D G E M E N T

Being part of the United Way of Dade County, Inc., English As a Second Language Haitian/Hispanic Employability Language Project has been an enriching experience for me. I have learned a great deal from the dedicated staff members, from the spirited coordinator, and from the eager students; the goals and objectives could not have been accomplished without the help of its participants and supporters. From the first day of the ESL/HELP Program, I realized that their sincerity, willingness, and efforts would make the program successful.

There have been quite a significant number of people and organizations that have been extremely dedicated in fulfilling the requirements of our contract for the ESL/HELP Program. I am grateful to those who supervised, guided, and advised me: Mr. Floyd R. Davis, Jr., my initial immediate supervisor who made vital suggestions for implementing the program; he was especially open about my decision making and the implementation of decisions; Mr. Steve Reardon, another innovator, provided comments and guidance that were beacons which kept us safely on course.

This program could not have been as successful without the support and contribution of our Sub-contractors: Mr. Lucien Jabouin and the staff of Coalition for Progress, who contributed their services in recruitment, referral, enrollment, counseling, and moral support to the Haitian refugees; Ms. Alina Cordova and the staff of Spanish American League Against Discrimination went beyond the limits of expectation by devising and implementing the transportation and by

recruiting forty percent over the quota of Cuban participants into the program; Ms. Zoila E. deZayas and the staff of Miami-Dade Community College provided one of the most important aspects of the program, the curriculum component; my immediate staff, Ms. Mavis M. Ferguson, whose perceptiveness and secretarial skills are reflected in the correspondence that left my office, and Mr. Robert Travaillot whose proficiency in accounting is outstanding. Also the Program Monitors, whose mission was to seek and report information relative to the operation of the program; and last but not least, Dr. Mark Peterson, Assistant Professor at the University of Miami, who assisted with the research and statistics that are included in the summary.

I commend all the staff who made this program possible. The combined dedication, along with the energy and efforts put forth to accomplish the demands of the program, made it a success. One could say that the contribution made here was very significant, as it reflects in this paper.

This program had a positive impact upon my life, and upon the lives of those who participated, and upon the lives of those who were served. Our program gave us the opportunity to serve refugees (both Haitian and Cuban) with diversified backgrounds because it was psychologically stimulating, rewarding, and more important, worthwhile.

The summary of the evaluation of the United Way of Dade County, Inc. ESL/HELP Program reflects the combined efforts of all components of the program who have worked well together and have contributed in all aspects of this report.

INTRODUCTION OF THE EVALUATION OF THE

ESL/HELP PROJECT

The evaluation consists of ongoing monitoring of goals and objectives as stated in the RFP. The evaluator has had input into corrective action plans identified as necessary during project operation. Monitoring of the management plan was ongoing and includes periodic documentation of achievements.

Evaluation, both formative and summative, has been used as a mechanism to promote ongoing program improvement as well as to assess the impact of activities on the participants.

Evaluation of this program was conducted by the Project Director of the United Way of Dade, Inc. ESL/HELP Project and is directed at the following:

1) To assess and document the impact of project results in terms of the achievement of project goals and objectives;
2) To contribute to decisions about program modification during the project period.

The evaluation consists of regular monitoring of project/ progress achievement in relation to the objectives set forth in the RFP; periodic and regular documentation of accomplishments; pronouncements concerning the effectiveness of project activities directed at the specific objectives of the program. The evaluation also includes three major phases of the project which are:

1) Project Installation--Was the project installed and implemented as proposed and consistent with the discerned needs of immigrants?
2) Project Delivery--Was the project delivered as proposed and were modifications made to meet new needs?
3) Project Completion--Was the impact on the literacy and occupational skills of immigrants satisfactory?

Specific evaluation techniques include observations, interviews with those influenced, analysis of work samples, review of student achievement records, and comparisons of student entry and exit evaluations.

DESCRIPTION OF THE INTENT OF ESL/HELP

The recent influx of Cuban and Haitian refugees into Dade County, Florida has generated educational problems and has placed a heavy financial burden upon the entire community.

In an effort to alleviate the burden placed upon the existing local programs, specially our education system, the United Way of Dade County, Inc. in concert with Miami-Dade Community College, the Spanish American League Against Discrimination and Coalition for Progress, has provided a comprehensive skills development/job placement program for refugees. The 4.3 million dollar project was funded by a special grant from the U.S. Department of Education.

United Way has been able to communicate with and provide administrative support for the sub-contractors.

United Way received an extension of the program and continued

its relationship with the sub-contractors and community agencies beyond the expiration date in an attempt to help refugees avoid becoming welfare recipients.

The Project Director and Program Directors, and the agencies that they represent, agree that the program was very successful in helping the Cuban and Haitian refugees attain a reasonable amount of self-sufficiency.

Other reports and evaluations have indicated that the participants were grateful for the opportunity to participate in the program and were enthusiastic about the results. The Program Monitors' reports indicated that the students were happy with the programs. The students also expressed their appreciation to have had the opportunity to attend school. Many of them said that they had never attended school before.

Having been cost-effective, the program was able to be extended an additional four and a half months without any further cost to the Government.

When the program terminated in December 1982, there were eight thousand nine hundred sixteen refugees who had acquired skills that allowed them a chance at a better life and a faster, productive entry into our society.

For our community, it was a positive response to a difficult situation.

In 1980, approximately 125,000 Cubans and 55,000 Haitians arrived in the United States. Since that time, various other boatloads of refugees have also arrived on South Florida's coast.

After having Federal financial assistance cut off in May 1982,

South Florida has found itself in a crisis situation. This aid served 29,000 Cuban and Haitian entrants who were receiving cash and medical assistance. At present, the 29,000 entrants who were on welfare along with as many as 60,000 who did not receive these benefits for one reason or another are still in need of assistance.

At the end of September 1982, most programs which provide services to Cuban and Haitian entrants lost all their funding. Those remaining programs had limited funds and could not service the diversified population that was served by ESL/HELP due to their own program eligibility requirements. This resulted, once again, in a lack of continuity of services in a crisis situation.

In order to transform this population effectively into self-supporting citizens, we have given training in basic English in order to increase their potential, thus enabling them to become assets to the community.

The process of becoming functional and adjusting to a new society can be very painful and in some exceptional cases can be relatively smooth. In either case, it takes time to get settled and adjusted to a new culture, environment, and language.

As of this date, December 31, 1982, Spanish American League Against Discrimination has received requests from 23,383 persons and enrolled 7,248 eligible participants in the ESL/HELP Program. This represents 40 percent above what was originally set as a minimum for recruitment and referral to classes.

The fact that we continue to receive numerous, daily requests, in person and by phone, of new, first-time callers, is the strongest

evidence of the need and success of our program. The average number of phone calls/visits of eligible participants has remained constant throughout the duration of the program.

It is already known that the inability of adults (all participants are adults with an average entrant age of 34) to speak, read, or write in English, to gain employment commensurate with their real abilities.

Through ESL/HELP Program, the inability due to language problems was eliminated; thus raising the overall levels of education of the participants. This often resulted in making them less dependent on othrs (i.e., government assistance was less likely to be required), and improved their ability to benefit from occupational training, on-the-job training, and other programs requiring knowledge of the English language. This knowledge has ultimately affected their opportunities for more productive and profitable employment and has made them able to meet adult responsibilities through improved life skills.

Participants in our program are consistently expressing their belief that Project HELP has been the link to the outside world. They have been impressed with the instructional component, complimenting the curriculum as being effective, due to its conversational approach, extended days and hours, and actual practicality in day-to-day activities.

They have reported their gratitude in regard to the support that was constantly being given to them by the staff. Comments, such as, "I am very happy with the way I was treated here," are not uncommon.

There were daily requests from potential individual participants. We also received calls from various agencies throughout the country who wanted to get more information about our program so they could

offer it to their clients. Many have inquired about the possibility of opening classes at their centers in order to make them more accessible to participants, often offering use of their facilities at no cost to us.

ESL/HELP Project has provided the valuable and necessary services that have been expected. One of these services has been recruitment. This was done daily, in person, visiting community centers, drivers' licensing agencies, public schools (to reach the parents through children enrolled in public schools), residential areas, business districts, factories, and individual employers.

We also advertised continuously in the Spanish newspapers (about 30 of them, including neighborhood papers), radio, and television. We have often been able to obtain free public service announcement time, and have distributed informational advertisement brochures in all of these places. Staff members have appeared on TV and radio shows to announce the program and to answer questions.

Again, because our recruitment efforts were so successful, the program was able to exceed the required recruitment number for this program by 40 percent.

PROGRAM OBJECTIVES

Overall Objective

The overall objective of this procurement was to enable adult Cuban immigrants residing outside Florida to acquire basic skills necessary to function in and become productive members of U.S. society.

No other group, Latin American or otherwise, was eligible to participate in this program.

1. Task A--To enable adult Cuban immigrants residing in Florida to acquire basic skills necessary to function in and become productive members of U.S. society.
2. Task B--Provide outreach activities and publicize the project to attract those adult Cuban immigrants who were in need of basic educational and occupational skills.
3. Task C--Perform an assessment of the educational, occupational, and related needs of the adult Cuban immigrant population in the project.
4. Task D--Provide intensive individualized and group instruction in literacy and life skills in the English language.
5. Task E--Provide basic educational instruction in the context of the occupational and life goals of project participants.
6. Task F--Establish linkages with the basic instructional program and other programs and activities designed to foster the development of occupational and related skills.

Definitions of Terms

A. Adult Cuban Immigrant--For the purposes of a special adult

education project conducted under this RFP, was an immigrant aged sixteen or over who entered the United States from Cuba on or after August 1, 1979.

B. Immigrant--means any refugee admitted (paroled) into this country or any alien except one who was exempt under the provisions of the Immigration and Nationality Act, as amended, (8 USC 1101(a)(15)).

C. Eligibility--Any Cuban person who has arrived into the United States on or after August 1, 1979 and participants who have received services provided by ESL/HELP.

D. Serve--Participants who received the following services: Any eligible participant for whom we had an intake form completed and who had received any or all of the following services: orientation, counseling, social services referral, job referral, social adjustment and English language referral to M-DCC.

E. Orientation and Assessment--Upon determination of eligibility by SALAD and CFP, participants are sent to the Miami Dade HELP centers for orientation and assessment. Orientation activities held in the participants' native language, included a general overview of the training program thereby acquainting them with the purpose, objectives, results, benefits, and their personal responsibilities. In addition, the students were informed of the training schedules and locations of the centers throughout Dade County.

Counselors made a preliminary evaluation of the literacy of the students based on the difficulty with which they completed the intake forms which were in the students' native language.

The students were individually assessed as to their level of English with an in-house assessment test specifically designed to determine the students' conversational skills. By placing the student in one of three levels, the English instruction is neither too easy nor too difficult.

F. Participant--Any Cuban or Haitian refugee or entrant who was certified as eligible by either SALAD or CFP, was referred to M-DCC and has attended at least 12 hours of instruction. (Students attending less than 12 hours do not become participants at M-DCC).

G. ESL/HELP Instruction--The program was structured in two different models. Model "A" provides for the literate students and Model "B" for the illiterate students. Each model was divided into three levels of instruction ranging from the beginning to the advanced. Each level was 16 weeks in length and composed of four components of 3 hours of daily instruction for four days per week, a total of 192 hours.

H. Group Counseling--The group counseling provided primarily for reinforcement of specific acculturation knowledge

covered in a general sense in the conversational situations dealt with in ESL/HELP instruction.

I. Individual Counseling--Every participant was seen in a private, individual counseling session at least once while in the program. Education/training and career goals were ascertained and planned for. Personal problems were determined and appropriate referrals made. If a student had problems that demanded follow-ups, then additional individual sessions were held.

J. Babysitting--Participants with children left them in the baby-sitting rooms which existed at most centers while they attended classes.

The babysitters, also students attending or who have attended the program, provided activities for the children that they had learned in the babysitting sessions held by Miami-Dade's Parent Center trainers.

K. Self-Sufficiency--On the part of the participant, in his/her ability to function and achieve goals on his/her own merits. This means that any eligible participant who was better able to cope, understand, perform, and adjust to this environment was self-sufficient.

Listed below are various definitions which will define self-sufficiency for the purposes of program success:

1. Providing participants the English language skills necessary for communication in real-life situations

encountered daily.

2. Giving participants the knowledge of American customs, traditions, institutions, and daily practices thereby acculturating them into the Americar system.
3. Referring individual participants to other agencies for specific assistance with their individual needs and problems.
4. Providing above services so that participants were able to:
   a) Communicate, understand and act effectively in purchasing food, clothing, and other items;
   b) seek medical and health services;
   c) seek aid in emergency situations;
   d) seek and obtain employment opportunities;
   e) maintain and advance in employment;
   f) understand safety regulations regarding employment;
   g) seek adequate housing within their financial resources;
   h) comprehend the need for insurance and how to obtain it;
   i) seek additional educational opportunities and/or vocational training;
   j) budget and manage personal finances;
   k) handle banking and credit in reference to their own personal finances;
   l) seek consumer rights and protection;

m) understand governmental structure in general at local, state, and federal levels;

n) seek driver's licenses;

o) report criminal acts perpertrated against them;

p) pursue legal matters with appropriate agencies of the government;

q) explore childcare needs;

r) participate in the education of their children;

s) appreciate their cultural heritage within the culture of American society.

L. English Language

Referral--Any eligible program participant who wishes to learn the English language was referred to M-DCC for appropriate classroom placement. Any ineligible participant who wishes to learn the English language.

M. Orientation--Any eligible or ineligible participant who has been provided with guidance and direction regarding available services and alternatives from which the person can choose.

N. Counseling--Any eligible or ineligible participant who has received a more in-depth orientation which includes clarification of values, analyzing each particular individual's situation, and providing advice regarding the possibilities for future courses of action.

O. Social Service

Referral--Any eligible or ineligible participant who was

sent to a community agency in order to solve a perceived problem outside the scope of ESL/HELP where the person may receive appropriate help in his/her area of need.

P. Job Referral--Any eligible or ineligible participant who was informed and sent to positions that are open, agencies and employers with employment possibilities.

Q. Social Adjustment--Any participant who, after coming into contact with SALAD through the ESL/HELP program, can function to meet his/her physical and emotional needs. This occurs through any or all of the services provided by SALAD.

R. Orientation and Assessment--Upon determination of eligibility by either SALAD or Coalition for Progress, the students were sent to the Miami-Dade Community College's HELP outreach centers for orientation and assessment.

Orientation activities, held in the participant's native language, included a general overview of the training program thereby acquainting them with its purposes and objectives, the results and benefits to be expected, and participants' personal responsibilities.

The counselors made a preliminary evaluation of the literacy of the students based upon the difficulty with which they completed the intake forms which were in the students' native language.

The students were then tested to assess their level of

proficiency in English. The instrument used was an in-house test specifically designed to assess the students' conversational skills. Based on the results of the test, the students were placed in one of three levels.

BASIC MANAGEMENT STRUCTURE

The grant that we all share was structured for equal participation by public and private, non-profit agencies. We met this criterion. The United Way of Dade County was the chief contractor of this grant. United Way had the responsibility of providing administrative services, monitoring services, information and referral services, transportation and child care services, fiscal control, and computerized tracking. The United Way established linkages with the Florida State Employment Service which provided employability development and placement services to our Cuban/Haitian participants.

The United Way subcontractors were the Spanish American League Against Discrimination (SALAD), the Coalition for Progress (CFP), and Miami-Dade Community College (M-DCC).

In the English-as-a-Second-Language/Haitian Hispanic Employability Language Project, we all had specific responsibilities, yet there was an interdependency shared among us in the implementation of this program. Spanish American League Against Discrimination was charged with the recruitment and referral of the Cuban refugees into the program. Coalition for Progress was charged with the recruitment and referral of the Haitian refugees into the program. Miami-Dade Community College

was charged with the educational component of the program which included the curriculum, course objectives, teaching strategies, and course evaluations. The educational component of the program was further designed to facilitate the enrollment of qualified participants into other educational programs.

United Way of Dade County, Inc., Chief Contractor of the ESL/HELP Project. No Cost Extension Objectives, Justification, Rationale, and Responsibilities

Objectives:

The United States was founded by immigrants only two hundred years ago. By now, we have produced several generations of native born Americans. But we have never, in fact, ceased being a nation of immigrants. As successive waves of newcomers have entered our society, our educational system has attempted to serve as much the purpose of acculturation and assimilation as those of schooling individuals. Other institutions and agencies, too, have helped acculturate new immigrants and provide basic and employability skills.

English as a Second Language (ESL)/Haitian Hispanic Employability Language Project (HELP), was a specific program geared to accelerate the abilities of Cuban and Haitian refugees to enter the job market so that they would be come economically and socially self-sufficient in our society. The program was structured for equal participation by public and private, non-profit agencies.

Responding to Dade County's critical refugee situation and in an attempt to alleviate the massive burden placed on local education systems, the United Way, in concert with Miami-Dade Community College

M-DCC, the Spanish American League Against Discrimination (SALAD), and the Coalition for Progress (CFP) responded to a Request for Proposal to develop a comprehensive program of ESL/HELP. United Way of Dade County Incorporated was the chief contractor for this program and had the responsibility of providing administrative service.

The United Way's subcontractors were Miami-Dade Community College, (M-DCC), which provided the curriculum and training components of the program; the Spanish American League Against Discrimination (SALAD) which was charged with the recruitment and referral of the Cuban refugees into the program, and the Coalition for Progress (CFP) which was charged with the recruitment and referral of the Haitian refugees into the program.

The United Way Subcontractors and Their Responsibilities

The Spanish American League Against Discrimination (SALAD) and the Coalition for Progress (CFP), were responsible for providing services such as:

(a) Social Adjustment

(b) Consumerism

(c) Personel Counseling

(d) Referrals

(e) Acculturation

(f) Outreach and recruitment services, linkages with other organizations

Miami-Dade Community College was responsible for teaching ESL/HELP to our participants. The curriculum was oriented to every-day situations that the participants did face, even as they took

the first steps in acquiring a new language, which included the following:

(a) To develop four basic aspects of communication, e.g., speaking, understanding, reading, and writing.

(b) To teach the participants functional conversational English

(c) To develop the acquisition of oral skills, e.g., listening, speaking.

In addition, Miami-Dade Community College was responsible for providing the following:

(a) Social Adjustment

(b) Consumerism

(c) Employability Skills

(d) Educational Counseling

(e) Acculturation

(f) Referrals

COMPUTER

The United Way of Dade County, Inc. ESL/HELP Computer System was an integral part of the ESL/HELP Project. Data on more than 8,900 participants were entered into the computer, and monitored on a daily basis.

In addition to the Online Terminal Menu, display/inquiry, name search, change/update capabilities, certain batch programs were also provided. Among these were an alphabetic client report, a detail report and summary report by agency and worker I.D. number, and the

number of cases created. Also, a monthly statistical report and services report by client case number were provided.

During and after the client case entry phase, the three college campus sites provided service code data and existing cases and changes service into data by use of disposition codes. These were in addition to the personal service code data entered by the Coalition for Progress and the Spanish American League Against Discrimination. Because of a high turnover rate in the staff, Data Processing was used to provide extensive programming and training support for the computer terminal users.

All data processing requests were fulfilled, and the project was an excellent effort.

DAY CARE

The Miami-Dade Community College Parenting Center was sub-contracted and was responsible for providing babysitting services to our participants. Also, in keeping with the project's goal of self-sufficiency for participants, we were able to employ our own participants. Our babysitting contract with Miami-Dade Community College allowed some program participants to receive special training in childcare and have part-time employment caring for other participants' children. This allowed those participants to benefit from three services: job training, English training, and part-time work. United Way of Dade County and Miami-Dade Community College had the benefit of finding appropriate employees for babysitting. This contract was a plus for the program because it allowed the opportunity for the selection and

hiring of qualified people to care for children from their own community and culture.

At all of the centers, with the exception of the Notre Dame Academy, babysitting services were provided for children two years old and potty-trained to nine years old. Each babysitter was responsible for no more than twelve (12) children at a time.

At the Notre Dame Academy, babysitting services were provided for children between the ages of six months and two years old. Parents were required to present record of immigration. Babysitters were responsible for no more than five (5) children at a time.

The number of babysitters assigned to each campus was as follows:

New World Center: 5 babysitters

South Campus: 5 babysitters

North Campus: 9 babysitters

This allocation was reviewed according to the need for services at each of the centers. In total, we served between 150 and 200 children, on a daily basis, from Monday through Thursday.

The babysitting component permitted some students to attend who otherwise would not have been able to come. It also permitted them to devote their full attention to classwork.

In addition, the children were involved in learning activities as well as socialization experiences outside the home.

Twenty-three students were given part-time employment as babysitters. These students participated in an initial 10-hour childcare training program followed by a 2-hour monthly follow-up session. The babysitting program provided a source of income for these students.

Babysitting was provided at each of the outreach centers where classes were held. A total of 631 children ware cared for.

TRANSPORTATION

United Way of Dade Incorporated (English as a Second Language/ Haitian Hispanic Employability Language Project) entered into a sub-contract agreement with Ernesto and Clara Leiro Bus Service, located at 19170 N.W. 46th Avenue, Carol City, Florida 33055 (Appendix VII), to furnish and pay for all labor, supply all equipment, and perform all services to provide transportation with four (4) buses to five (5) educational sites as follows:

1. Olympia Heights Methodist Church
2. Belen Center
3. Notre Dame Academy
4. Hialeah Educational Center
5. South Florida Military Academy

The subcontractor provided and affixed a United Way of Dade County Incorporated, ESL/HELP logo and the names of the educational sites on the four (4) buses, for easy identification by the ESL/HELP participants. The subcontractor supplied a spare bus which was used in case of an emergency.

The subcontract agreement served to provide transportation for monring and evening sessions at pick-up/drop-off points, already established, for forty-four (44) participants per trip to each educational center, two (2) round trips a day, for four (4) days a week, beginning Monday October 5, 1981 throughout Thursday, January 28, 1982, in

the amount of Thirty-Five Thousand Dollars ($35,000.00), provided by the United States Department of Education's grant for ESL/HELP training of Cubans/Haitians in the State of Florida, Project Number 113MH100018-113MH10003. This service was continued and funded by a grant from HRS in the amount of Sixty-Five Thousand Dollars from January 28, 1982 through September 20, 1982.

In researching the next possible means of providing this service, we considered the following:

(a) Cost Effectiveness

(b) Safety

(c) Time

(d) Location of the five (5) centers

The transportation service transported approximately one thousand and eight (1,008) participants per week and twenty-three thousand nine hundred and thirty-six (23,936) participants for the period October 5, 1981 through January 28, 1982. From January 28, 1982 through September 30, 1982, this transportation service transported one thousand four hundred and eight (1,408) participants per week and forty-nine thousand two hundred and eighty (49,280) for the period. In all, this program for transportation has served seventy-three thousand two hundred and sixteen (73,216) participants for the duration of the ESL/HELP Program.

RECRUITMENT AND REFERRALS

S A L A D

In meeting the ESL/HELP Program's charge of recruitment, counseling, and referral of eligible participants, SALAD has served

7,234 unduplicated individuals as of November 30, 1982. That is approximately 40% above the initial recruiting number and 210% above the number to be served during the 3 month no-cost extension.

Because of the vast number of eligible and ineligible persons that we have come in contact with, it is necessary to point out that a total of 23,383 persons were served in one way or another by providing them with orientation, and/or counseling, job referrals, social service referrals and in short, providing the stimulus needed for these persons to continue or begin self-sufficient lifestyles. In fulfilling these tasks, a multitude of agencies and resources were used to provide these persons with viable alternatives to their particular situation. Agencies such as Catholic Service Bureau were extremely cooperative and took in many of our participants who needed emergency financial aid and recreational programs for the youth. They, in turn, referred eligible participants to our ESL/HELP Program. The Salvation Army as well as Camillus House were used when emergency provisional housing, food, and shelter were needed. Referrals were also made to Miami Mental Health which provided our clients with appropriate psychological counseling and in some cases rehabilitation therapy. Miami Mental Health Center, in turn, referred the majority of out-patients to our program as part of their treatment.

Through the complementary interaction of C-SAIL--the Miami Biltmore Lion's Club and Division of Vocational Rehabilitation, SALAD was able to orchestrate a group of eligible deaf participants to receive English language training, secure the instructor, and provide additional monies through V.R. to pay teacher aides for this very special class

which was held at Miami-Dade Community College, Hialeah Center.

Through contacts in the community, SALAD worked cooperatively with the Dade County Corrections Office and devised the mechanism to provide English classes at the jail to eligible participants who were being held in the Pre-Trial Detention Center.

Florida State Employment Services was used extensively to refer individuals who needed employment; they in turn referred eligible participants who could benefit from an English language training such as ours. Referrals were made to the Social Security Administration, the various Food Stamp Offices, Latin Affairs Office, Jackson Memorial Hospital where we interceded for participants in order to get them health care. Legal Services of Greater Miami, Legal Aid Society which deals with family cases, and the Dade County Bar Association which answers questions for a basic fee of $20.00 were also utilized. The agencies mentioned are only a highlight. Dozens of organizations were used in the course of this program to help participants receive the maximum benefits provided by ESL/HELP.

Of approximately 42% of the total number of participants who needed help in securing employment, three quarters were referred to employment agencies such as Florida State Employment Services, Little Havana Entrant Program, CAMACOL and to numerous private industry job openings. Also lists of job openings were secured in advance from WQBA and WRHC radio stations prior to airing time and were provided to all interested program participants who were looking for jobs. This gave them a head start in contacting the employer. Additionally, SALAD assisted in filling out employment applications when necessary.

They also provided job seminars that were comprehensive and practical, usually molded to the particular job the participant was applying for.

In general terms, 35% of the total recruited participants were interested in some type of occupational training program. These participants were referred to training programs such as those sponsored by CETA to include their subcontracts with SABER, SER Cubano, SER for Jobs, Cuban National Planning Council, and others which number about 24 in Dade County; State funds, through HRS that provided training programs, were also used. Dade County Public Schools Adult Education Centers and Community Schools, through their class offerings, provided other educational options and low fee or gratis matriculation requirements. Private industry training programs, when available, were used to refer the eligible and interested persons.

One of the indices of self-sufficiency was mobility. There was a high degree of "change of address" for the Cuban population. This was a positive factor attributed to dependent persons living with already established family members now moving out and finding a place of their own, or finding and being able to afford better housing.

In trying to reach all areas of Dade County, SALAD used varied recruitment and advertising techniques. They used local radio stations, newspapers, TV programs (Channel 23 in Spanish) and Public Service Announcements. They contacted Social Service Agencies, placed signs on local MTA buses, participated in community events, massed mailed program literature to preselected addresses in predominantly Cuban areas, and did extensive outreach, canvassing homes, factories, and

commercial areas that were predominantly Cuban. (For extensive paid advertising report, see attached pages.)

Since the inception of the ESL/HELP program, SALAD has recruited approximately 23,383 persons, of which 6,994 were certified eligible and intake appliations were completed on them.

The ineligible persons were all referred to other English language programs for which they qualified. The ineligibility of these persons rested mainly with their nationality. There were many Nicaraguans and South Americans whom they were not able to serve directly; other Cubans were served because of entry date into the U.S. However, since SALAD received the total bulk of interested people, they felt the need to serve this population in various other ways in which they were not restricted. Consequently,they provided orientation services, counseling, agency referrals, the filing out of residency applications, food, clothing, shelter, and health referrals as well as job leads to these persons who were called Secondary Clients.

Since they were the agency which dealt with the population at large, they found that certain voids needed to be addressed in order to better serve the eligible population. One of the needs expressed to us was Engish for the Spanish deaf. Therefore, through our efforts of initial and continued contact with Deaf Services, Jewish Vocational Services, Vocational Rehabilitation, and Miami-Dade Community College we were able to provide English training and American sign language to approximately 25 to 35 deaf Cubans. This class was also manned by special aids to help teachers by additional funds from HRS. This class was the only one of its kind offered in Dade County for this special group.

Similarly, imprisoned Cubans were also in need of the English classes. Once again, SALAD through its efforts and cooperation with the Dade County Pre-Trial Detention Center made classes available through Miami-Dade Community College at the correctional site.

In conclusion, SALAD has gone well above and beyond the scope of the program to make it a success, has fulfilled all its contractual services, and has surpassed expectations by serving and orienting everyone, whether eligible or not, to places they could best be served.

COUNSELING COMPONENT

The Project's counseling component had two different aspects:

1. Group counseling sessions which provided primarily for reinforcement of specific subject matter covered in ESL/HELP instruction.
2. Individual counseling which was provided for all participants on a request basis or at least once while in the program.

The objectives of the counseling component included:

1. Reinforcing and supplementing the instructional component
2. Providing career orientation and planning
3. Providing assistance in goal setting
4. Disseminating information
5. Linking with other community agencies
6. Providing personal and academic counseling
7. Serving as resource persons for the students

The methodology and strategies used to meet these objectives included:

1. Individual counseling
2. Group counseling
3. Referral
4. Advocacy
5. Crisis intervention

The activities and topics of discussion in the group counseling sessions were directly related to the ESL/HELP objectives and classroom activities. Also, the students' statements of their common needs were considered when the counseling curriculum was developed. As they indicated their needs to the counseling staff, group sessions were designed to deal with those issues.

The group counseling activities and discussions became increasingly complex from level to level. Life and communication skills (listening, speaking, reading, and writing) taught in the classroom, were reinforced by conducting the sessions in English whenever possible in levels I and II and always in level III.

The group counseling curriculum proved to be successful because it dealt with issues of direct relevance ot the students' language and daily living needs thereby improving the students' ability to function in our society. The topics discussed proved to be relative and practical. Also, the students were able to carry out of the classroom into their everyday life, the information disseminated. The sessions also provided the students with additional training in the areas of consumerism, acculturation, and employability.

Education, training, and career goals were ascertained and planned for during the individual counseling services. Personal problems

were determined and appropriate referrals, if necessary, were made. If a student had problems that demanded follow-up, then additional individual sessions were held.

Some of the outcomes of the individual counseling sessions included the succesful referral of students to social service agencies and other educational or vocational training programs, job placement, resolution of problems among family members, and the development of realistic short and long-range career plans.

The counseling component of curriculum has proven to be successful primarily because it arose from the students' own statement of their needs. As they indicated their needs to the counseling staff, group counseling sessions were developed to deal with those issues.

Objectives of the counseling component included:

(a) Reinforcing and supplementing the instructional component

(b) providing career orientation and planning

(c) providing assistance in goal-setting

(d) disseminating information

(e) linking with other community agencies

(f) providing personal and academic counseling

(g) serving as resource persons for the students

Strategies included:

(a) individual counseling

(b) group counseling

(c) referral

(d) advocacy

(e) crisis intervention

Some of the outcomes of these strategies included the successful referral of students to social service agencies and other educational programs, job placement, resolution of problems among family members or classmates, and the development of realistic short and long range career plans.

It is believed that programmatically, the ESL/HELP Program was too segmented. There was the counseling staff, the instructional staff, district administration, the recruiting agencies, and the United Way of Dade County, Inc.

Each segment of the program functioned somewhat independently, thereby creating the potential for feelings of territoriality and tensions between the various segments of the program. Though there were no expressed answers to this situation, perhaps this was something which could have been improved. Possibly, the encouragement of a better team approach toward the charges placed on all contractors of the ESL/HELP Program and an adherence to the specific responsibility of each of us in the implementation of the Program, regardless of who felt the most ownership to the program, should have been realized and from the early onset of the program. This could have fostered a more productive and efficient interfacing between the various groups.

Nevertheless, our mission was well executed. Communication and report was strengthened, perhaps, by recognizing that we are professionals who had responsibilities to accomplish and also that there was a group of people from our community who needed to be catered to.

All participants were seen at least once by the SALAD Counseling Team. This took place on initial entry into the program. At that

time the counselor conducted a need assessment of the participant who was given immediate referral to his/her problem area. Subsequent counseling sessions were scheduled according to the participant's needs.

The counseling component involved many facets and was as borad as the eligible population's need. Employment opportunities were one of the more requested services, therefore, SALAD assisted the client in orienting as to where to look for jobs, preparing clients for the job interviews, and referring them to available job openings. A typical sequence of events for a client needing a job was as follows:

A. Counselor/Job Developer filled out a "Work Fact Sheet" which indicated student's skills, training, and job experience.

B. Student attendance at Job Seminars which covered job application, job realities, salary expectations, interviewing techniques, and mechanics of how to keep a job.

C. Referral to Florida State Employment Office, Latin Chamber of Commerce (CAMACOL), employment openings which matched clients' skills, and a current list of job openings received daily in our offices and newspaper classified ads.

The referrals included as many as were needed to try to employ the participant.

The second major request came in the area of Job Training. SALAD provided an updated list of a number of programs in the Dade County area to which they could refer our clients. CETA, Manpower,

Dade County Public Schools Adult Education Programs and other programs with various funding sources were used for referrals.

Orientation was a service that they provided to all students, with their respective referrals to appropriate agencies. Of particular interest, was the area of educational orientation. Participants were interested in resuming studies started in Cuba and needed guidance in the educational alternatives and systems which were available in the United States (e.g., financial aid, credits, majors and minors, vocational education, on-the-job training, two year colleges versus universities, etc.).

Spanish American League Against Discrimination (SALAD)

In addition to recruitment and referral SALAD also spent considerable time filling the need of these participants in other ways such as:

1. Information and Referral Services: SALAD maintained updated resource materials covering at least 35 categories of assistance services. All those in need were referred to agencies that were equipped to help them. These range from medical to employment to emergency meals, etc.

2. Support from Staff: The SALAD staff has, on many occasions, gone out of their way in specific, delicate situations in order to solve a participant's problem. Emotional support was constantly given all participants when they called or visited SALAD's office. Encouragement (so important considering their bleak situation) also was constantly given, especially as it related to learning a new language--even if

they were "sure" they could not learn, and general supportive attitude was the standard operating procedure. An example of this was an emergency collection of money for a destitute family who had come to enroll in the English classes in the afternoon and none of them had any food all day.

3. SALAD's staff developed a three-hour Job Seminar particularly suited to Cuban entrants given to prepare them for job searching, interviews, and job maintenance. Actual situations were simulated in role-playing fashion to familiarize them with interviews, stressing punctuality, manner, and professionalism. Many staff members participated in the Seminars voluntarily and according to the participants' own evaluations, they were quite rewarding.

4. Direct job placement was done frequently by matching an employer who either called SALAD to provide personnel or was required by SALAD to offer employment to the participants. SALAD was recently contacted by a large, new construction/maintenance company that opened in a couple of months to provide them with mature and responsible individuals to fill 45 positions. These people were carefully selected and all attended the Job Seminar.

5. SALAD also provided assistance in filling out immigration forms, such as application for residency, etc.

6. Finally, SALAD was very proud to have recruited, serviced, and enrolled eligible participants who constitute two special populations: deaf entrants, who were learning American Sign Language (they communicated in Spanish Sign Language in Cuba); and detained entrants, who could not afford to pay bond and were waiting for trial at the Dade County Detention Center.

Coaltiion for Progress Services the ESL/HELP Program

Coalition contracted with the ESL/HELP project to provide outreach and recruitment for 766 Haitians and surpassed its goal by reaching more than an additional 400 Haitians. Many more Haitians remained in the community who were in need of ESL training and could benefit from the services of the ESL/HELP Program. There were Haitians who arrived in Miami after the beginning of the ESL/HELP Program, Haitians who were recruited but did not attend classes at M-DCC for various reasons, Haitians who visited Coalition's HELP Office daily looking for entry into the ESL Program, Haitians who had not been absorbed into the other ESL/HELP Programs provided in Dade County, and Haitians who were entering or reentering our community continuously.

At the end of the expiration date of the ESL/HELP Program, the enrollment of Haitians in ESL/HELP classes at M-DCC was at a maximum. The need to refer more Haitians to the ESL/HELP training program was marked by the numbers of clients who requested the services from Coalition for Progress on a daily basis.

EVIDENCE OF SELF-SUFFICIENCY

Throughout the involvement with the eligible Cuban population, it was found that various factors that continually played a role in determining the self-sufficency of our participants, could be recognized:

A. By the mere fact that this eligible population recruited was interested in, and wished to sign up for the English training classes, it automatically set them apart from those who did not.

1. These participants realized the necessity of English.

2. They had already mentally mapped out a plan as to what they needed to do in order to survive (ex. get the orientation, learn English, look for a job, and work hard in order to better themselves).

Consequently, the population that was dealt with had a low incidence of mental health problems, was more realistic in their goals, and to a very high percentage, was educated. Sixty (60) percent of the population were professionals, had a career or a trade. The remaining forty percent were unskilled or had unmarketable skills. Again, for the most part, the above mentioned 60% were underemployed and not using their talents to the fullest capacity. The English language barrier, revalidation of credentials, and U.S. experience account for most of the above underemployment.

B. Geographic location also influenced a degree of the self-sufficiency of the participant. It would found that those students ho had settled in the Hialeah area were by far more settled economically and assimilated culturally. The Hialeah area is a highly industrialized area where factories and commerce abound. It is very typical to find both husband and wife working, with one spouse carrying two jobs. These persons are more job oriented and have had a greater drive to push themselves without help. We have found participants who are now self-employed in this area are doing very well. Less than 20% in this area were unemployed. By contrast, the downtown, Little Havana area was characterized by more educationally oriented goals. The participants in this area tended to be more interested in continuing their educatin, looking for job training programs and/or revalidating

whatever credentials they brought from Cuba. Here, participants were more apt to be working part time, going to English classes, and then taking other courses. In this area, the unemployment is higher, about 35%. Because economically, they were not self-sufficient as their Hialeah counterparts, they have had more financial problems, more mental problems, and more transportation problems.

Although the Cuban/Haitian aid ended in the latter part of July 1982, it was found that the majority of the population were able to exist without this aid. There were very many street vendors in Miami who ingeniously reverted to selling items of interest in order to make a decent living. Some of these vendors were participants in the ESL/HELP Program, another self-sufficiency measure. They were not receiving any type of aid.

In summary, SALAD has made approximately 11,200 community referrals. These can be broken down as follows:

3,780 - Job Referrals

5,470 - Agency Referrals

950 - Job Training Referrals

1,000 - Educational Contacts

CURRICULUM INSTRUCTION

The Haitian curriculum and instruction of the educational component ESL/HELP Program was successful because it was designed specifically for the target population. At Notre Dame (the Notre Dame population was solely Haitian), the students may or may not

have experienced modern ways of living. Although the general instructions were the same for both Cubans and Haitians two specific curricula were designed. The curriculum for the literate Haitian population of students was not different than that of the Cuban population, but the one designed for the pre-literates had to take into consideration many more factors than that of the literate ones. First of all, it had to deal with the basic fact that some of the students were walking into a classroom for the first time and there were some apprehensions. Also, in developing the curriculum, one had to keep in mind that the retention level was low because the experience was new and since the student was unable to take notes, he/she would not be able to review on his/her own. Therefore, the curriculum was designed not to frighten away the student but to build gradually the confidence and knowledge base of students.

The pre-literate student started with the basics of the English language, its alphabet, its words, and then general concepts and complete sentences. The mastery of writing skill went parallel to the learning of English vocabulary and basic life skills necessary to survive in America. Although writing and vocabulary building were parallel, they did not depend on each other. A student might know a word without being able to write it. The curriculum was designed so that the student was able to write most of the words that he/she knew at the end of the third level.

Beside the curriculum which was specifically designed for the target population, Notre Dame was fortunate to have had instructors who dealt with target population in their native country. Further,

the instructor often had the help of an assistant who gave special attention to the students who needed reinforcement.

The main focus of the program was conversational English and acculturation in aspects such as consumer economics, employability, and day-to-day survival skills necessary for the students to cope with their new environment. The curriculum took a well integrated approach. The students learned the above mentioned subjects by using the basics of communication: speaking, reading, writing, and listening.

As an integrated approach, knowledge of the basic communication skills was reinforced while learning the subjects. Since the pre-literates habitually did not use reading and writing as a means of communicating, the instructor had to depend greatly on the students' speaking and listening skills.

M-DCC teaching strategies for the Haitian participant can be summarized as:

1. Frequent usage of visual materials;
2. Extensive use of oral exercises and repetition;
3. Actual use of forms and apparatus necessqry to function in this society, i.e., telephone and employment forms;
4. Frequent reviewing of material covered;
5. Skillful combinations of the ESL/HELP life skill components;
6. Skillful combinations of the ESL/HELP literacy components;
7. Use of handouts prepared by instructors, based on the needs of the particular class;
8. Role play in front of a class or a video tape.

Although only 25% of the students completed a level, 95%

of the Notre Dame participants were able to meet the established competencies and pass the regular tests. Unfortunately many of them had to leave for employment or other personal reasons.

Four (4) students were able to transfer from track "B" (pre-literate) to Track "A" (literate). Two (2) pre-literate classes were able to meet the competencies three weeks before the end of the cycle. At least 32% of the students found jobs or went into other training.

An overwhelming majority of the pre-literate students got over the apprehensions of the first week of class. They are now generally more confident of their ability to learn. They also have been able to learn and try some of the American ways.

The curriculum was well balanced and addressed the specific needs of the target population. The program was flexible enough for an instructor to make the minute additions or deletions necessary to suit a particular class.

The program was structured in two different models. Model "A: designed for participants who were literate in their native language, and Model "B" designed for participants who were illiterate or semi-literate in their native language.

Each model was divided into three levels of instruction ranging from the beginning to the advanced. Each level was 16 weeks in length and was subdivided in four 4-week components of 3 hours of daily instruction.

The curriculum was designed to teach the participants sufficient knowledge of English language skills to enable them to function in everyday situations. It had two distinct, yet integrated, components:

1. The ESL/HELP component exposed the participant to the structure, vocabulary, and expressions necessary for everyday social interaction in the United States and for work related stiuations.
2. The Employability Skills, Acculturation, and Consumerism component exposed the participant to all major areas of American life and customs. The U.S. monetary system, buying and credit, the American Government, job search, and the interview process were topics emphasized in each level of instruction.

Throughout each level, these two components were integrated in such a way that the acquisition of language skills occurred as subject matter related to employability skills, acculturation, and consumerism was introduced. On the other hand, the latter served to reinforce the language instruction. The integration of both components provided the opportunity to teach language skills within the frame of daily situations relevant to the students.

Methodology and strategies used to meet curriculum objectives included:

1. Situational dialogues;
2. Oral drill patterns;
3. Language lab;
4. Modified audio-lingual method;
5. use of pictures and transparencies;
6. use of actual objects, i.e., various foods, maps, job applications, etc., and

7. benchmark testing to assess achievement.

The participants' English language skills improved relative to the amount of time they remained in the program and the frequency of their attendance.

All good language acquisition programs follow a sequential order of learning: auditory comprehension, speaking proficiency, reading comprehension, and transcription of the language from oral or visual to written form. The ESL/HELP Program has definitely followed this chain of instruction sequentially on each level.

The adequacy of the curriculum and the success of classroom instruction were evident because of the following:

1. The curriculum provided English as a Second Language emphasizing the acquisition of conversation skills.
2. The conversation skills encompassed language patterns and vocabulary necessary for daily living.
3. The incorporation of employability skills within the language training prepared the students to pursue employment opportunities successfully.
4. The incorporation of American culture in the language acquisition helped the students bridge the gap between their native culture and customs. It also gave them the means to participate and cope with the alien American practices and traditions.
5. The instructional strategies employed provided the students with enough English on a practical level and prepared them to function in everyday situations.

The feedback on how the language skils acquisition has assisted the students was also evident from the participants reporting back to the staff on their improved ability to function better in the English-speaking society around them.

The participants demonstrated knowledge of life skills by:

1. Looking for and obtaining employment;
2. Writing to government lfficials to request continuation of the program;
3. Petitioning to the Project's administration to retain certain instructors whom they found exceptionally good;
4. Showing they knew comparison shopping;
5. Seeking other training programs or educational opportunities;
6. Understanding the U.S. monetary system and banking procedures;
7. Using the telephone adequately;
8. Understanding the U.S. educational system, health services, postal system, etc.;
9. Knowing traffic regulation;
10. Understanding the advantages and disadvantages of buying on credit;
11. Understanding the function of all three branches of American government;
12. Becoming familiar with American customs, etc.

The curriculum and instruction in the ESL/HELP Program were successful because of the following:

a. The curriculum provided English-As-a-Second-Language emphasizing acquisition of conversation skills;

b. The conversation skills encompassed language patterns and vocabulary necessary for daily living;

c. The incorporation of employability skills within the language training prepared the students to successfully pursue employment opportunities;

d. The incorporation of American culture in the language acquisition helped the students bridge the gap between their native culture and customs and gave them the means of participation and coping with the alien American practices and traditions;

e. The instructional strategies employed prepared the students with enough English on a practical level in functioning in everyday situations.

Objectives and strategies used to meet curriculum objectives are the following:

a. situational dialogues;

b. oral drill patterns;

c. language lab;

d. modified audio-lingual method;

e. use of pictures and transparencies;

f. use of actual items, i.e., different foods, maps, etc.;

g. benchmark testing of achievement.

The outcome of the employment of the strategies was that a large number of students was able to acquire and retain English conversational skills and report back to the staff that they had actually used these skills in their day-to-day activities.

The educational component of the program was divided into two (2) models. Model A was for the literate student, and Model B for the illiterate student. Each model had three (3) levels of competency. Most students entered the program at Level I, which is "no English" or very minimal English. Each level was a sixteen week (16) cycle. Aside from teaching English language skills, the curriculum was designed to include consumerism, employability skills, and acculturation. The curriculum was oriented to everyday situations so that participants could begin satisfying some of their immediate needs in our society.

Dade County's new refugee population share common characteristics and problems. Therefore, the program was geared to address the needs of both groups. The Cuban and Haitian components were combined in order to help the program become cost effective, while the structure of the program continued to distinguish between both groups and their particular needs. By combining the United Way's Haitian and Cuban administrative staff, a considerable saving was achieved. The program has addressed the needs of eight thousand nine hundred sixteen (8,916). It has fulfilled the basic needs of giving these individuals employability skills as well as skills in acculturation and consumer economics. In the beginning of the ESL/HELP Program (June 15, 1981), it had a projected student enrollment of one thousand one hundred (1,100) Cubans and two hundred and fifty (250) Haitians. It has well surpassed that projection. This program has enrolled approximately five hundred (500) refugees per month until May, 1982. The ESL/HELP Program has exceeded the projected number of participants served and still has

thousands more individuals who were eligible and who could have taken advantage of this program. This was a much needed program which presented an opportunity for the community to render help to one of its underprivileged segments.

LINKAGES WITH ORGANIZATIONS IN THE PRIVATE AND PUBLIC SECTORS

The ESL/HELP Program utilized the resources and made linkages with several agencies providing assistance in the areas of education, health, economic, social, and rehabilitative services. In addition to SALAD and Coalition for Progress, Miami-Dade Community College established linkages with the following organizations:

1. Center for Applied Linguistics, Washington, D.C.: Provided assistance with curriculum development. We received valuable guidance in the form of workshops, materials, suggestions, and conferences.
2. Southern Bell: Provided free classroom aterials in bulk. We also used their tele-trainer equipment for classrom activities.
3. Department of Transportation and Metro-Dade Transit Authority. Provided classroom materials at no cost.
4. Florida State Employment Service: Visited the Olympia Heights Center weekly to aid participants in their search for jobs. Also provided assistance with job placement ot the North and New World Center Campus students.
5. State of Florida Department of Health and Rehabilitative

Services: Many students were referred for individual financial, health, emergency shelter, welfare, food stamps, etc. problems.

6. Independent Foundation of Florida: Provided people they identified from their skills bank to serve as volunteer instructional assistants.
7. Saint Katolik Pye Fausen: A Haitian program organized by the Haitian Catholic Center together with Lindsey Hopkins. Sixty-five ESL/HELP students attended their training program while enrolled in HELP. Enrollment in the ESL/HELP Program was a pre-requisite to attendance.
8. Lindsey Hopkins: Eleven students from Notre Dame were referred to their "New Initiative Program" with fees waived.
9. Miami-Dorsey Skills Center: Eighty-five students were referred for placement in vocational training after they had completed the program. Most wanted to register in auto-mechanic training.
10. South Florida Employment and Training Consortium: Over 200 students were referred for placement in vocational training. Many of these students are now enrolled in either HELP II, HAYES, or another program.
11. Haitian Refugee Center, Inc.: One hundred and four students were referred for loss of I-94, OSC letters, and general information.
12. HACAD Service Center/Coalition for Progress: Sixty-three

students were referred for job placement. The lack of success with these agencies made these students seek jobs actively on their own.

13. HACAD Medical Center: Ten students were referred for health related problems. Immediate appointments were arranged at the clinic for emergency cases.
14. Blanche Morton Community: Ninety-five students from the Hialeah Centers were referred for other vocational and educational training, social services, and job referral.
15. Christian Community Center: Fifty students from the Hialeah Centers were referred for information and referral, emergency services, immigration assistance, job referral, and after-school programs:

As of November 1, 1982, there were seven thousand three hundred fifty-six referrals (7,356) into the program. There are approximately 47 linkages or agencies and resources that participated in meeting the objectives of the probject. The most important ones follow:

Salvation Army

Catholic Service Bureau

Career Opportunity Center

Little Havana Activity Center Entrant Program

Jackson Memorial Hospital

ACCION Community Center

Florida State Employment Service

Miami Mental Health

SERVICES PROVIDED BY MIAMI-DADE COMMUNITY COLLEGE

1. The Audio-Visual Departments provided film and tape collections and their production facilities;
2. Miami-Dade Community College South Campus Career Planning and Advisement Office provided a specialist to address the participants on some aspects of finding suitable vocational career employment.
3. South Campus Parent Center provided training for the babysitters.
4. Departments of Financial Aid provided orientation sessions for students in need of financial aid and helped them complete the required forms.
5. The Staff Professional Development Offices provided in-service training for the professional staff.

Many other services not directly related to the delivery of instruction or to the students were provided by Miami-Dade Community College.

LIST OF AGENCIES

Aurore (Haitian Newspaper)
187 N.E. 54th Street
Miami, FL 33127

Dr. Franklin Casthely
160 N.E. 82nd Street
Miami, FL 33138

Dr. Jules Cadet
128 N.E. 54th Street
Miami, FL 33150

Catholic Service Bureau
130 N.E. 62nd Street
Miami, FL 33137

Mr. Roger Chery
584 N.W. 79th Street
Miami, FL 33150

Community Action Agency
150 N.W. 79th Street
Miami, FL 33150

Community Action Agency
Emergency Displaced Persons
5905 N.W. 2nd Avenue
Miami, FL 33127

Cuban and Haitian Entrants
Program
2902 N.W. 2nd Avenue
Miami, FL 33127

Edison Little River
Community Services
5905 N.W. 2nd Avenue
Miami, Florida 33127

Dr. Enock Joseph
5650 N.E. 2nd Avenue
Miami, FL 33138

Express Publicity
275 N.E. 79th Street
Miami, FL 33138

FIU Louverture Center
6501 N. Miami Avenue
Miami, FL 33137

Florida State Employment
Services
Cuban Haitian Entrant Unit
6140 N.W. 7th Avenue
Miami, Florida 33127

HACAD Medical Center
368 N.E. 58th Terrace
Miami, FL 33137

HACAD Service Center
5909 N.W. 2nd Avenue
Miami, FL 33127

Haitian American Project
4650 N.E. 2nd Avenue
Miami, FL 33138

Haitian American Voter
Association
7545 Biscayne Boulevard
Miami, FL 33138

Haitian Refugee Center
7610 Biscayne Boulevard
Miami, FL 33138

Haitian Refugee Center, Inc.
32 N.E. 54th Street
Miami, FL 33137

Health Maintenance Organization
178 N.W. 54th Street
Miami, FL 33127

Dr. Joel Henriquez Poliard
5062 N.E. 2nd Avenue
Miami, FL 33137

Interdenominational Church
59th St. and N.E. 2nd Ave.
Miami, FL. 33137

Dr. Lionel Laine
178 N.E. 54th Street
Miami, FL 33127

Rev. J. Louissaint
6300 N.W. 7th Avenue
Miami, FL 33150

Rev. Clervy Merilus
114 N.E. 78th Street
Miami, FL 33238

Miami-Dade Community College
ESL/HELP Project
130 N.E. 62nd Street
Miami, FL 33137

Miami Dorsey Skill Center
1700 N.W. 71st Street
Miami, FL

New Horizons Community
Mental Health Center -
Haitian Unit
4590 N.E. 2nd Avenue
Miami, FL 33137

North Central Manpower
Services
5400 N.W. 22nd Avenue
Miami, FL 33142

North Western S.H.S.
7001 N.W. 12th Avenue
Miami, FL

Royal Caribbean
187 N.W. 54th Street
Miami, FL 33127

Salvation Army
1398 S.W. 1st St.
Miami, FL 33135

Val Development Corp.
25 N.W. 51st Street
Miami, FL 33127

Marie Maud Valbrun
Lutheran Ministries
200 South Miami
Miami, FL 33130

Rev. St. Vil
51 N.W 51st Street
Miami, FL 33127

Windwood Manpower Services
2902 N.W. 2nd Avenue
Miami, FL 33127

EMPLOYMENT--OBTAINING A BETTER JOB

In the employability session, skills necessary for seeking, obtaining, and maintaining employment were dealt with in conjunction with oral patterns and vocabulary previously taught in the ESL/HELP classroom. The group counseling sessions served to reinforce and practice skills learned in the classroom. An extensive referral network was developed to provide a wider range of support services needed by many of these entrants who arrived in this country with little more than the clothing they were wearing.

In addition, ESL/HELP has become an employer by hiring 25 participants as computer operators. Intensive training included how to enter data into the computer system designed specifically for the program. An additional 20 participants received training and were employed as baby sitters within the child care portion of the program, trained through Miami-Dade's Parent Center. Graduated Equivalency Diploma (GED) preparation has been offered to students at Level III. At present, 80 students are taking this course through the Department of Continuing Education.

In developing the curriculum for the ESL/Project HELP, M-DCC aimed at immersing the student in practical English. Native language materials at appropriate levels were obtained or developed to teach consumer economics, employability skills, and acculturation. The life skill components were integrated with the language components.

The focus of the entire project was geared to obtaining survival English with a focus on the basic language skills necessary for the

purpose of gaining employment and not continuing a dependency on the community-at-large.

COLLECTION OF DATA

The distinct sets of employability questionnaires were administered to seventy-seven ESL/HELP students in the Hispanic sectors. All levels (I, II, and III) of morning, evening, and night classes at Belen Educational Center, Monaco Educational Center, Florida Military Academy, Edison Private School, and Olympia Heights Methodist Church were employed in the study. The purpose of conducting this study was to assess the success of students in finding jobs as a result of their recently acquired language skills through the English as a Second Language Program.

The great majority of the Hispanic students engaged in the program in order to acquire certain language skills which enabled them to meet their immediate language needs. The program has been designed to develop the four basic aspects of communication: understanding, speaking, reading, and writing. The development and acquisition of oral skills (listening and speaking) was of the most importance in terms of aiding employment. These skills not only helped them in the context of their jobs, but also aided them in all social aspects related to their employment.

The following are examples of various comments on the English classes reported by students:

"The English classes have helped me relate more easily to Americans."

"The English classes have helped me understand more clearly what my superiors at work expect from me."

"The English classes have not only helped me at work but in all realms of life. This is an English speaking country, and the acquisition of the language is a necessity, despite the time it takes, and how much need be sacrificed."

As a result of the program, many Hispanic individuals have been able to find jobs or continue work with greater ease. Below are some figures and percentages illustrating these accomplishments:

Sample size: 77

	No.	%
Presently employed	42/77	54.55
Have been employed	18/77	23.38
Found employment after ESL/HELP	8/42	21.43
Working students aided by ESL/HELP	32/42	76.19
Students with past employment aided by ESL/HELP	3/18	16.67

The Social Services of the ESL/HELP Program posed by our program participants referred persons who were living on the streets to provisional housing, secured for them 3 meals a day, provided the mechanism to start to orient themselves and to feel that they had a potential to achieve. Also, the program provided job referrals, job employment seminars, residency applications, transportation, and financial assistance.

In terms of percentages, the following expressed needs on the part of the participants hold true:

Social Services Most Needed by Participants:

	Percentage
ESL/HELP Training	87%
Jobs	40%
Job Training	9%
Day Care	25%
Transportation	35%
Emergency Aid (housing, meals, money, etc.)	15%
Guidance and Counseling	30%
Legal Services	10%
Revalidation of Credentials	25%

Survey questionnaires were administered to the ESL/HELP students beginning and completing each of the three levels of the program. The measures covered organizational commitment, job satisfaction, and psychological stress. Organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ). This is a 15-item scale covering the person's interest in being publicly identified with, contributing to and maintaining employment with an organization. The items were translated into Spanish using the 5 point Likert scale response alternatives. The reliability of the index consisting of all these items was .88.

The eleven Job Satisfaction items were taken from an instrument

developed by the Institute for Social Research of the University of Michigan for Mexican-Americans. The reliable co-efficient for the index was .91. The stress measure was taken from the same survey as the job satisfaction measure. The reliability of the index was .66. In all cases the reliability of the indexes was acceptable for purposes of assessing the ESL/HELP Program.

Statistical analyses were conducted, "T-tests," comparing the students nearing the beginning of each level with others nearing completion (see table). The results showed significantly lower levels of psychological stress for those completing level one of the ESL/HELP Program than for those beinning level one, p less than .05. No other significant differences were found for any other variables between those people beginning and those completing any level. The result suggests that the level one program was the most useful of the three in promoting the students' adjustment to living in the United States since changes occurred more in the experienced stress variable than in any of the more explicitly work related variables. It is unclear whether or not changes reflect changes in work experience.

The assessment of the ESL/HELP Program could be improved by following up on the participants one or two years after completing the program and by comparing the changes in their work attitudes with refugees who did not participate in the ESL/HELP Program. The ESL/HELP Program is designed to facilitate the transition of people who had been accustomed to the language, technology, job seeking methods and work practices of communist Cuba to the work situation

of the United States. Its "employability" goals involve making qualitative changes in job seeking skills and work attitudes of the participants. These changes would be expected only to a limited degree during the first few months after completing the program, during, and shortly following the ESL/HELP Program. However, they should become increasingly evident over the following few years.

The quality of jobs which boatlift refugees find and the responsibilities which they are given, should, if the program is successful, be reflected in the participants' description of their work environment and experienced stress in years to come.

BRIEF SUMMARY OF THE FINDINGS

We were dealing with a population which was 60 percent professional and 40% unskilled or had unmarketable skills. Of the above percentages, 60 percent were underemployed and not using their talents to the fullest capacity due to the English language barrier.

We were granted a 4.3 million dollar grant for the ESL/HELP Program. As of September 30, 1982 we still had 1/8 of the total grant as unexpended balance. A total of 8,916 students were served. Total cost per ESL/HELP student training was $445.65. This is approximately 40 percent above the initial recruitment number. It represented 210 percent above the number estimated to be served during the 3 month no-cost extension. A total of 23,383 were served either with orientation, and/or counseling, job referrals, social service referrals and providing stimulus for these persons to continue or begin self-sufficient lifestyles. At the close of the ESL/HELP Program there

were still some 1,600 students enrolled.

Day Care was not to exceed 5 percent of the contract award, but we only used 0.47 percent of the total grant.

Transportation was allowed and used up to 1 percent of the contract amount during an 18 month period.

Of approximately 42 percent of the total number of participants who needed help securing employment, 3/4 of them were referred to employment agencies such as Florida State Employment Services, Little Havana Entrant Program, CAMACOL and to numerous private industry job openings. In general, 35 percent of the total recruited participants were interested in some type of occupational training program.

We were productive, since productivity lies in the result obtained from work or labor in which one is engaged. Productivity lines in the number of persons served.

We were also cost effective by maximizing the total grant award. All services such as recruitment, counseling, job referral and social service referrals which are included in social adjustment and promotion of self-sufficiency of the participant, have been undertaken and carried out at a substantially lower cost per participant than originally anticipated. Savings were incorporated in all phases of financial management without curtailing the services provided to the participants.

RECOMMENDATIONS

To date, the most pressing need is for the continuation of an English language program such as the ESL/HELP Program that gears

language training to the everyday practicalities. Guidance and orientation with regard to real, viable options in the participants' lives, such as working or studying or both, are also necessary. What possible fields and alternatives are avaiable for each person given their particular circumstances and skills are real concerns that need to be continually addressed. Parenting in a new society and the stresses of a new system of family life are also problem areas. Dealing with family separation is another area of adjustment that needs to be looked at. A high percentage of persons has left an immediate family member, or members, behind; these situations can cause changes in the behavior of the individual: acceptance or depression, anguish, guilt, and other displays of emotion that are then carried over into their daily lives, thus barring them from their full potential realization. Combatting the negative stereotype of the "Marielito" is also a problem for this community. This issue alone affects our clients in their ability to succeed, since they are often discriminated against based solely on their date of arrival to the United States. This common reaction limits the job opportunities offered to them.

We are very pleased to have made a difference in the lives of thousands of new immigrants as exemplified in the following cases:

1. What would I add or delete from the curriculum? I would add a much heavier emphasis on employability skills, as well as dealing with feelings appropriately. These are two areas which the students were found to be needing much assistance with. I would reduce other more marginal topics which focussed primarily on providing lists of

resources available in the community.

2. As mentioned earlier, the only programmatic aspect that should have been changed was the requirement of attending group counseling sessions. Many students viewed this as an infringement on their privacy and felt they had entered the program only for English language training. Employability and acculturation were handled sufficiently within ESL/HELP curriculum. Individual counseling sessions would have been enough to provide for those students needing and seeking social service counseling.
3. Deletions to the curriculum were not necessary but the addition of vocational training would have greatly enhanced the program and also attracted a large number of participants.
4. Regarding the programmatic aspect of the program, what needed to be changed was the transportation service. We lost many participants because it was a very large area to be covered by very limited pick-up points.
5. One thing that could be changed to improve the programmatic aspect of the program was to have one outreach center in each area. Having the staff together makes the center move more smoothly and efficiently.

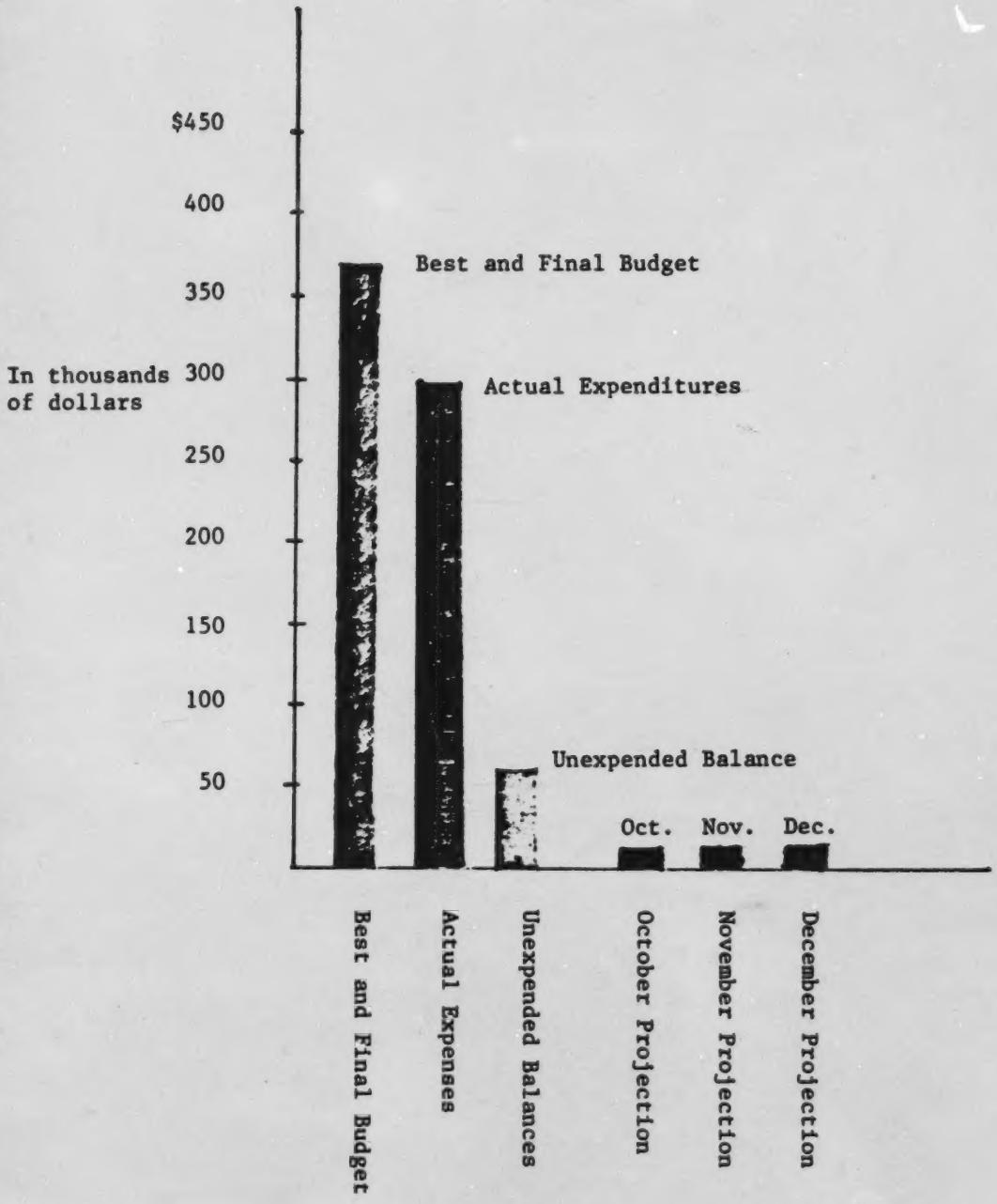
APPENDICES

APPENDIX I

GRAPHS

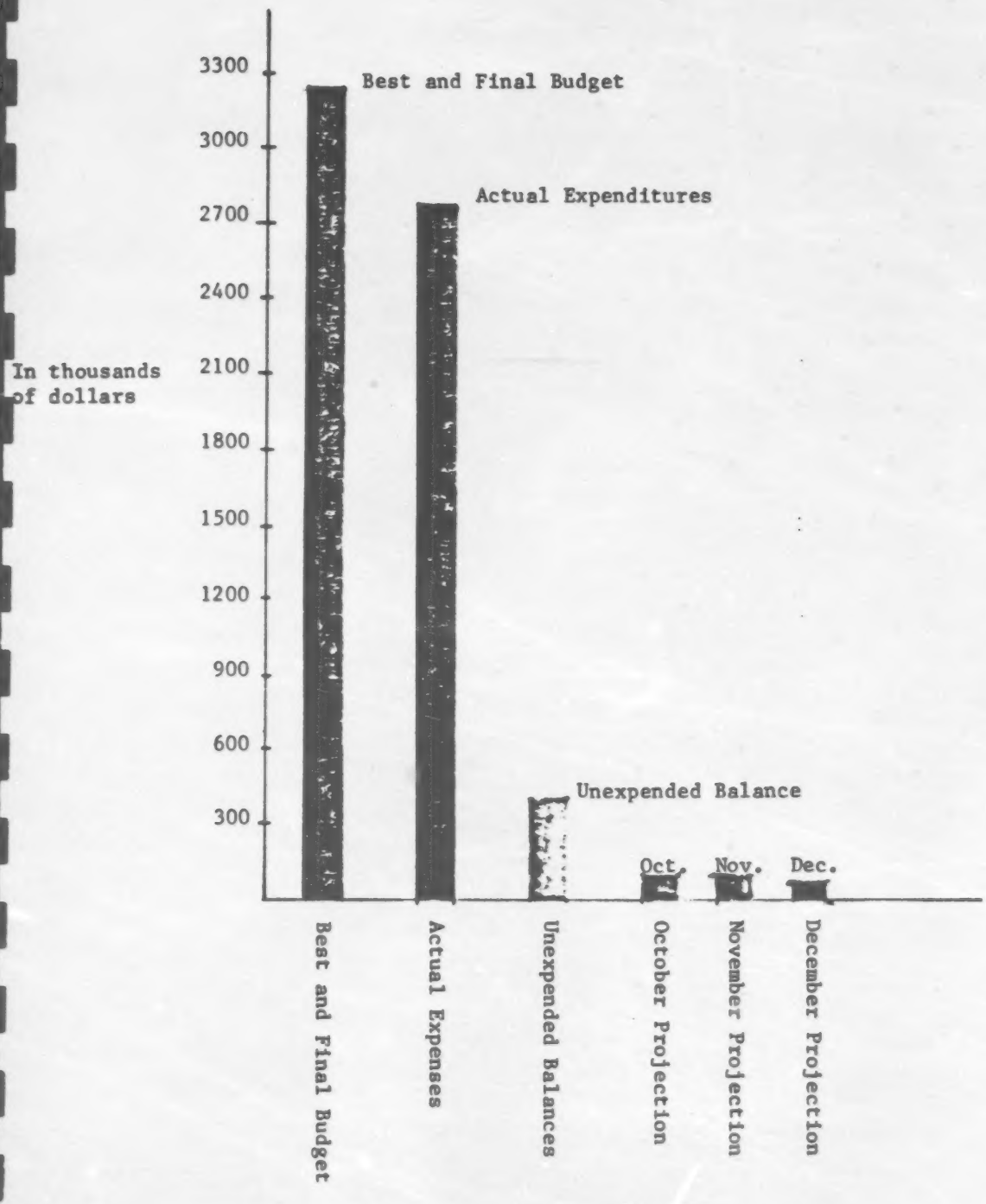
Graph No. 1

UNITED WAY ESL/HELP PROJECT
TOTAL EXPENDITURES
AS OF DECEMBER 31, 1982



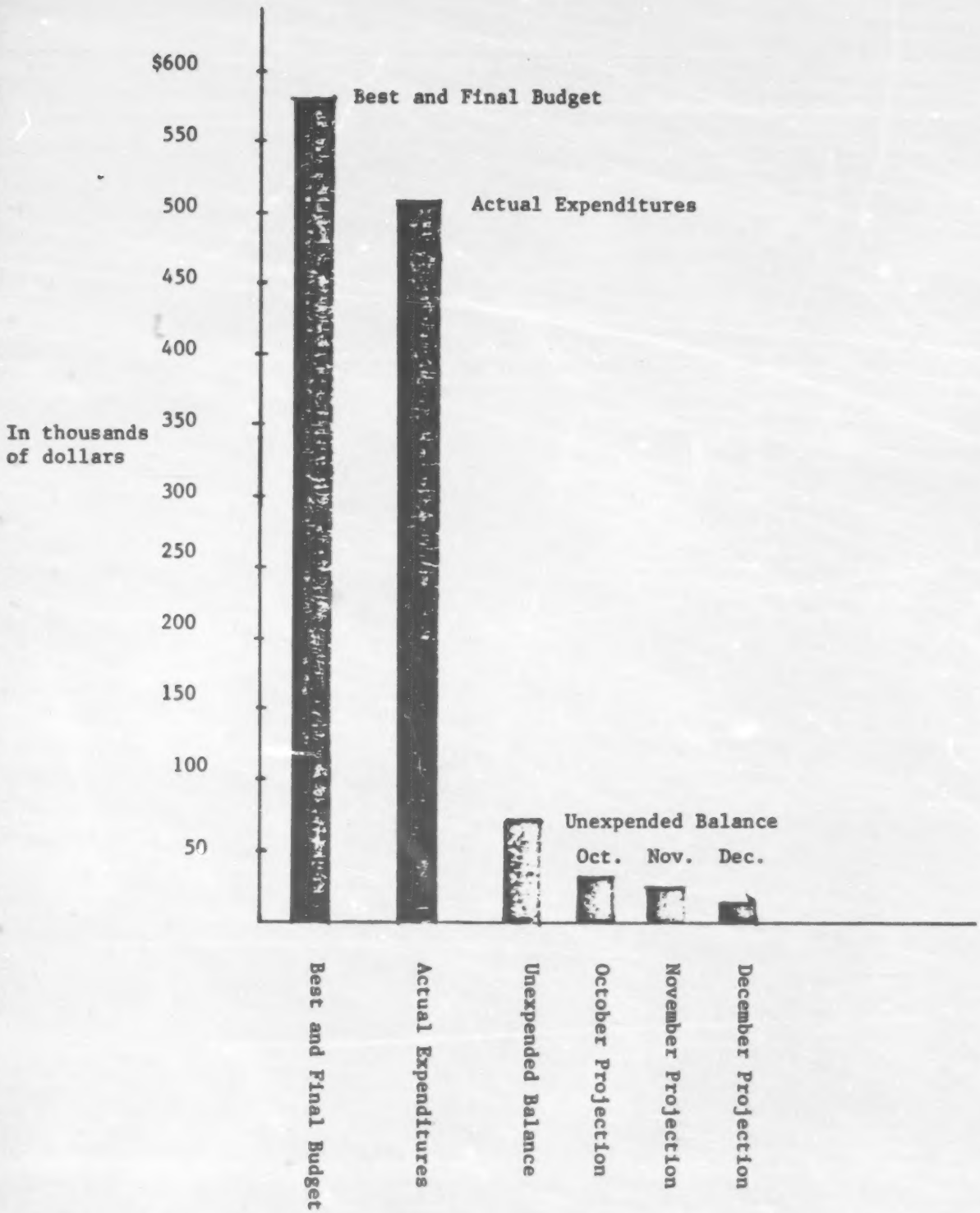
Graph No. 2

MIAMI DADE COMMUNITY COLLEGE
TOTAL EXPENDITURES
AS OF DECEMBER 31, 1982



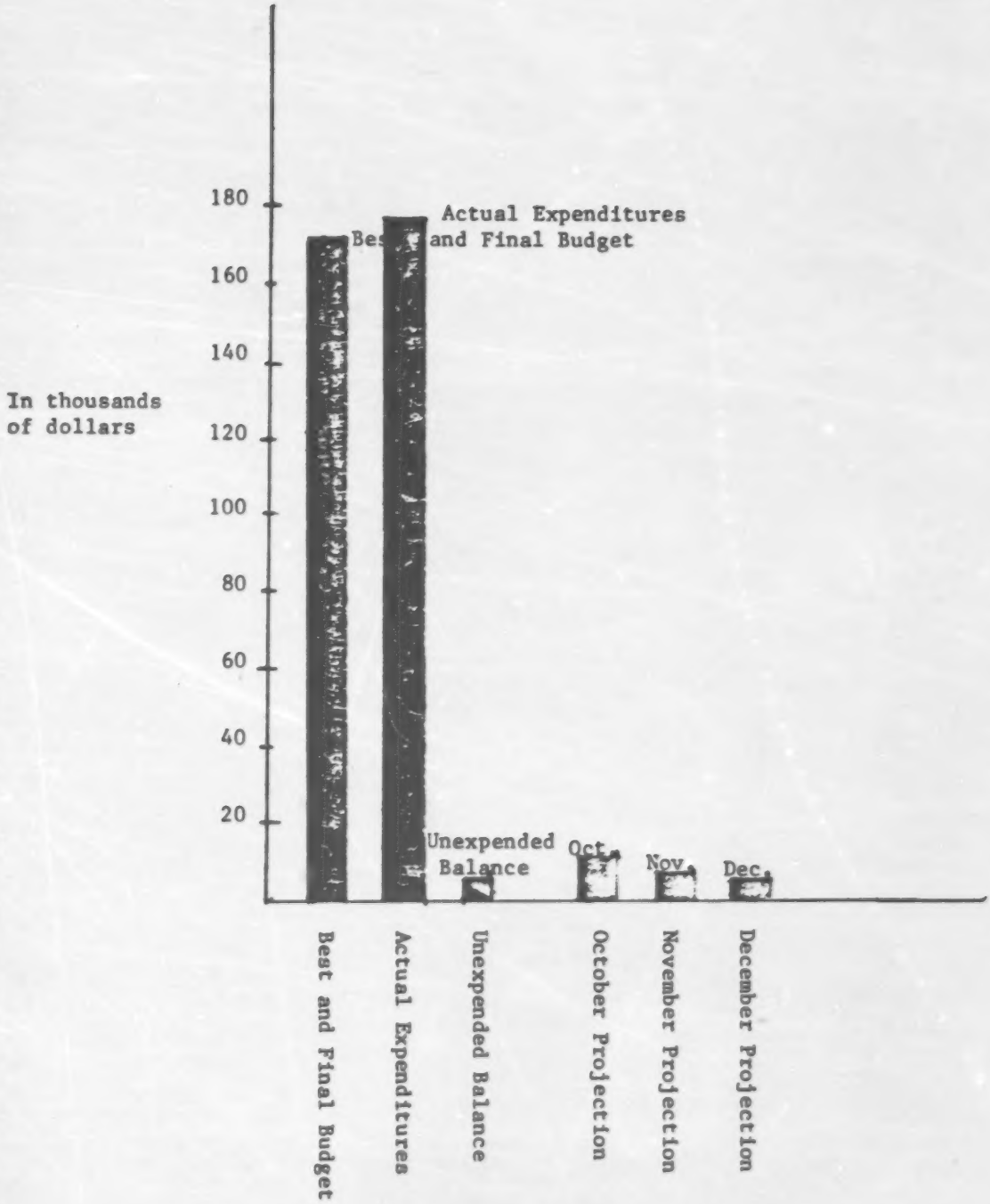
Graph No. 3

SPANISH AMERICAN LEAGUE AGAINST DISCRIMINATION
TOTAL EXPENDITURES
AS OF DECEMBER 31, 1982



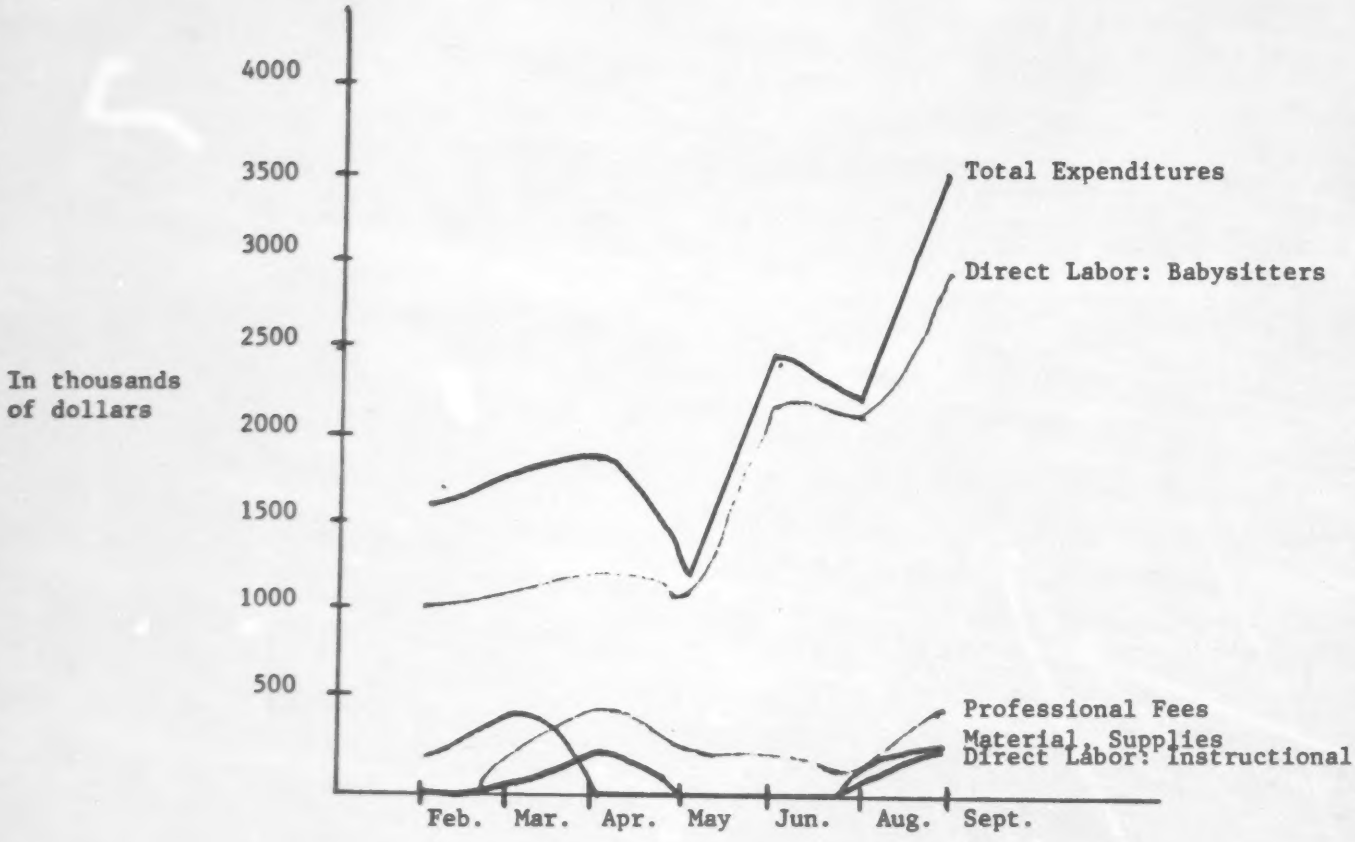
Graph No. 4

COALITION FOR PROGRESS
TOATL EXPENDITURES
AS OF DECEMBER 31, 1982



Graph No. 5.

UNITED WAY ESL/HELP PROJECT
DAYCARE EXPENDITURES
AS OF SEPTEMBER 30, 1982

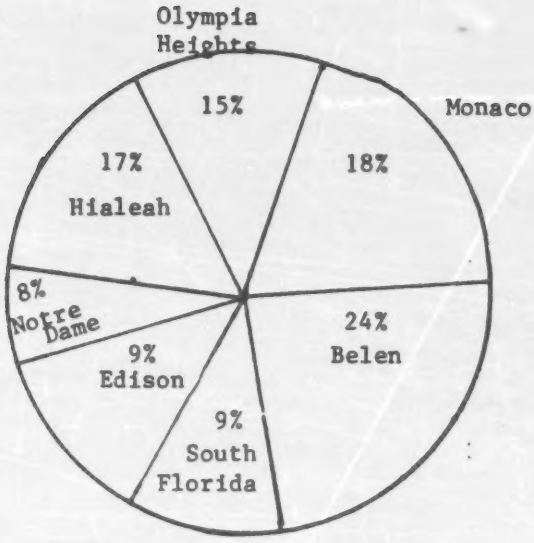


Graph No. 6

UNITED WAY - ESL/HELP

TRANSPORTATION EXPENDITURES

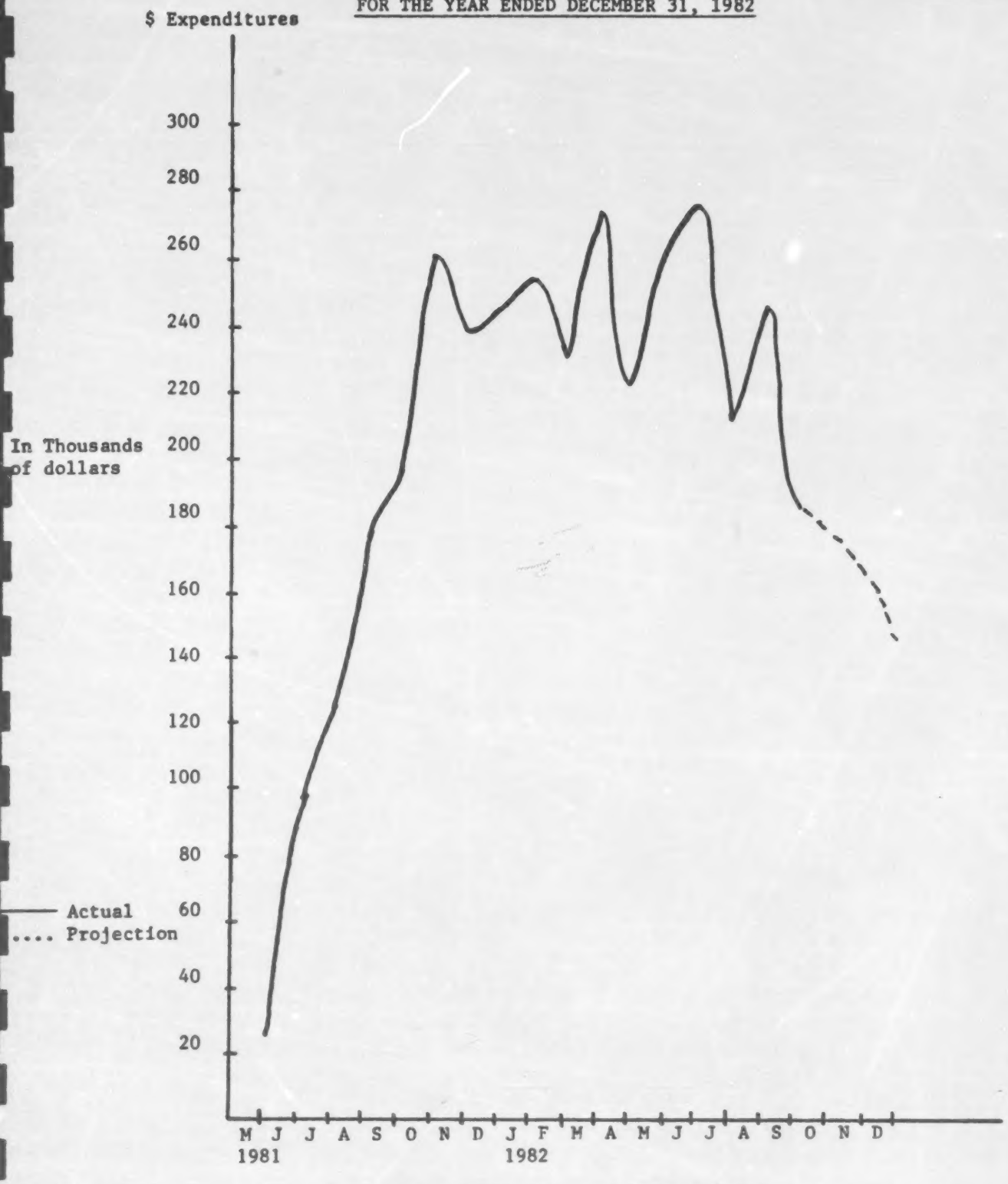
As Of September 30, 1982



Month	March	April	May	June	July	August	Sept.	Total
Participants at .66	13,524	9,206	11,396	11,194	14,212	14,238	13,463	87,233
Dollars	$8,925.84	6,075.30	7,521.36	7,388.04	9,379.92	9,397.92	8,885.46	57,573.00

UNITED WAY ESL/HELP PROJECT
CONSOLIDATED EXPENDITURES
FOR THE YEAR ENDED DECEMBER 31, 1982

Graph No. 7

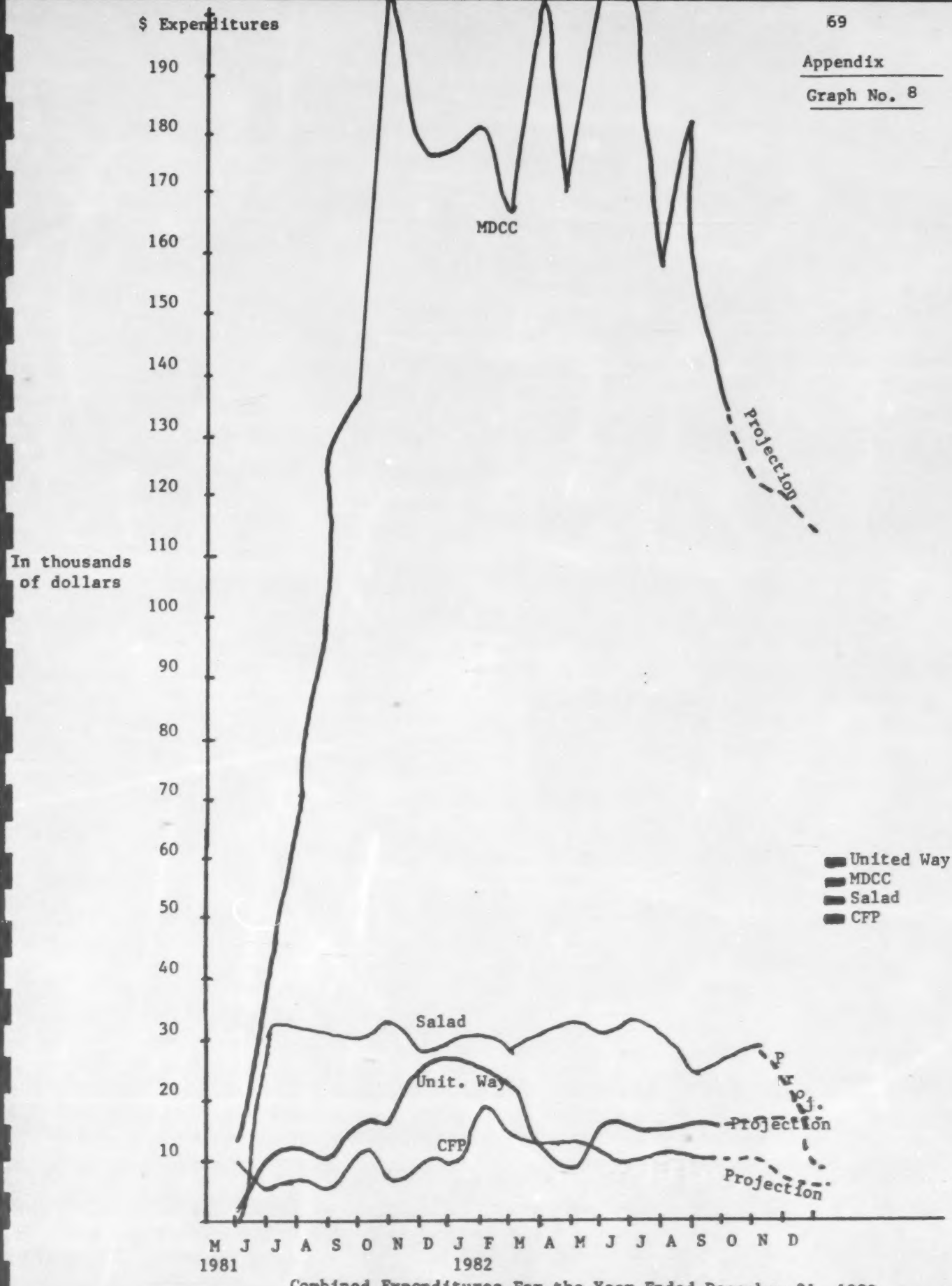


UNITED WAY - ESL/HELP PROJECT

Consolidated Expenditures
For the Year Ended December 31, 1982

Appendix

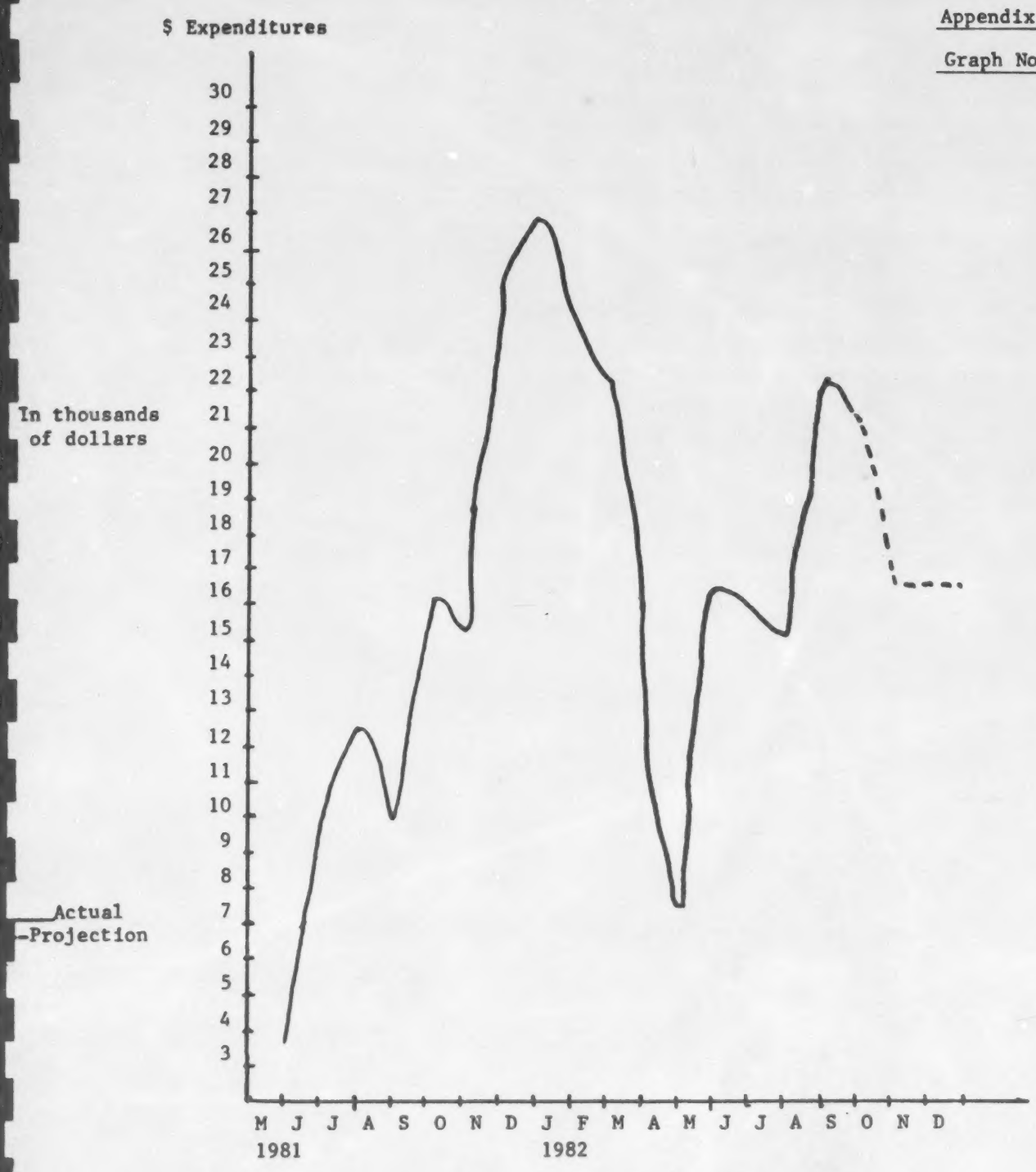
Graph No. 8



Combined Expenditures For the Year Ended December 31, 1982

Appendix ____

Graph No.9 ···

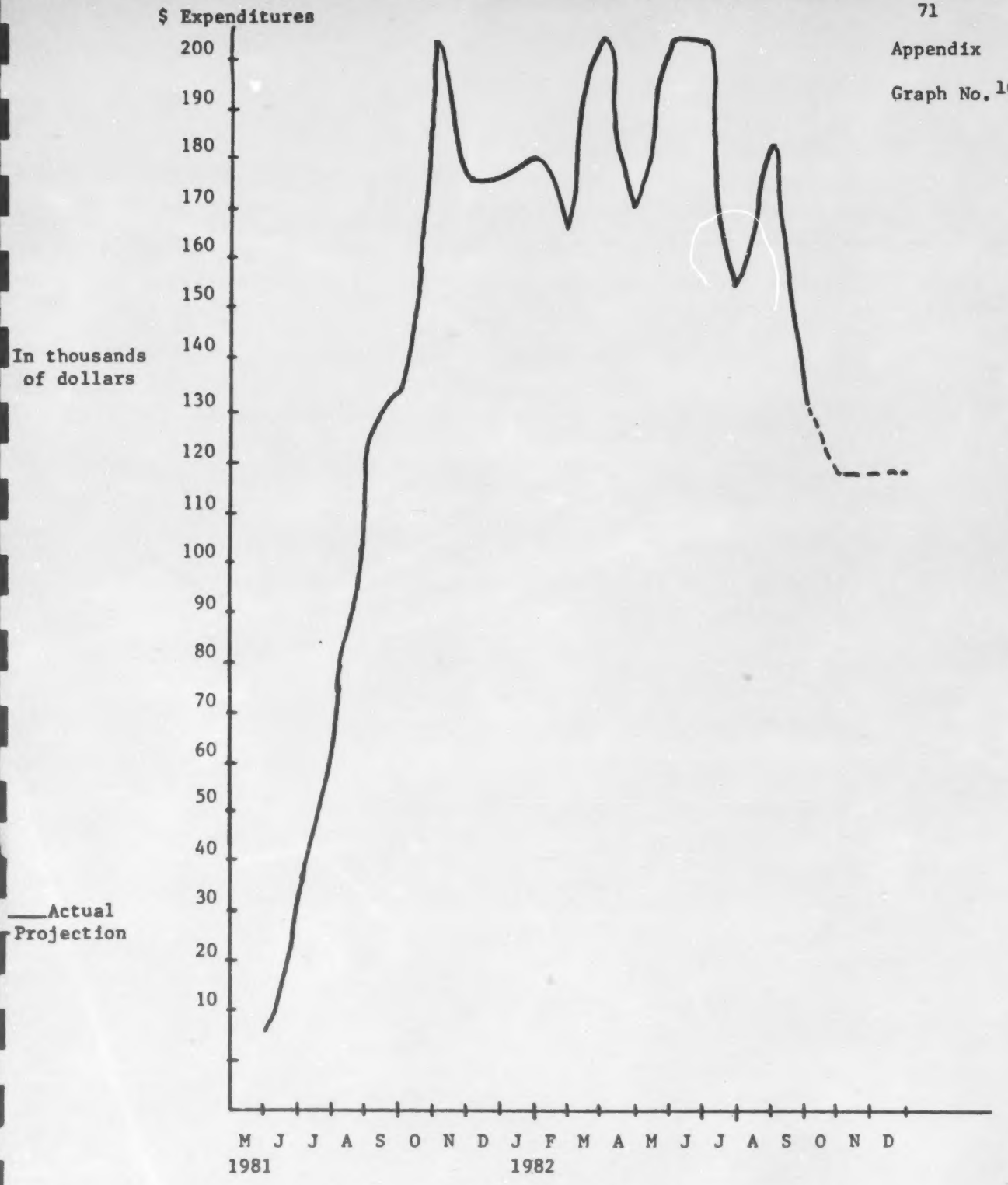


UNITED WAY - ESL/HELP

Monthly Expenditures
For the Year Ended December 31, 1982

Appendix

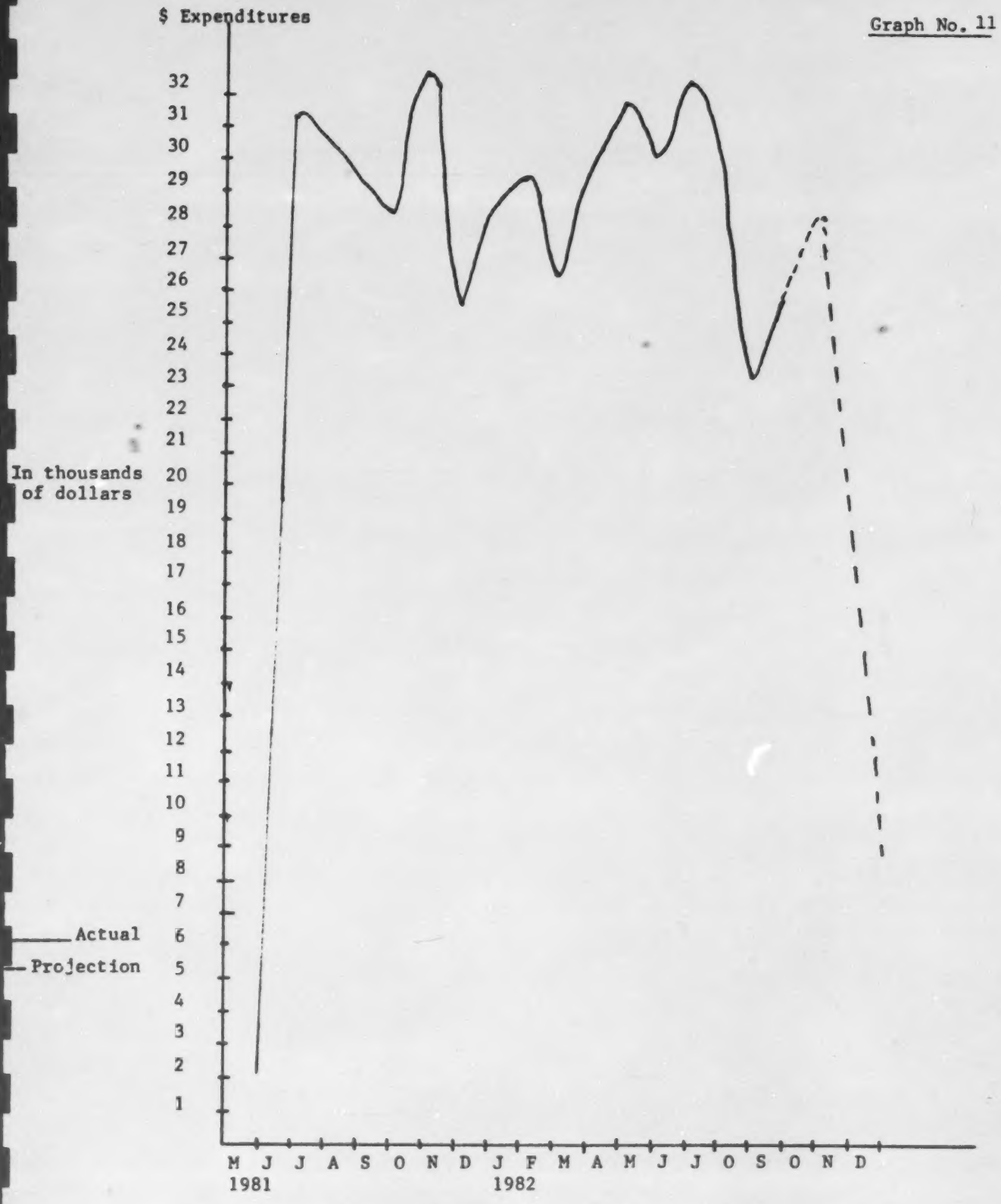
Graph No. 10



MIAMI DADE COMMUNITY COLLEGE ESL/HELP

Monthly Expenditures
For the Year Ended December 31, 1982

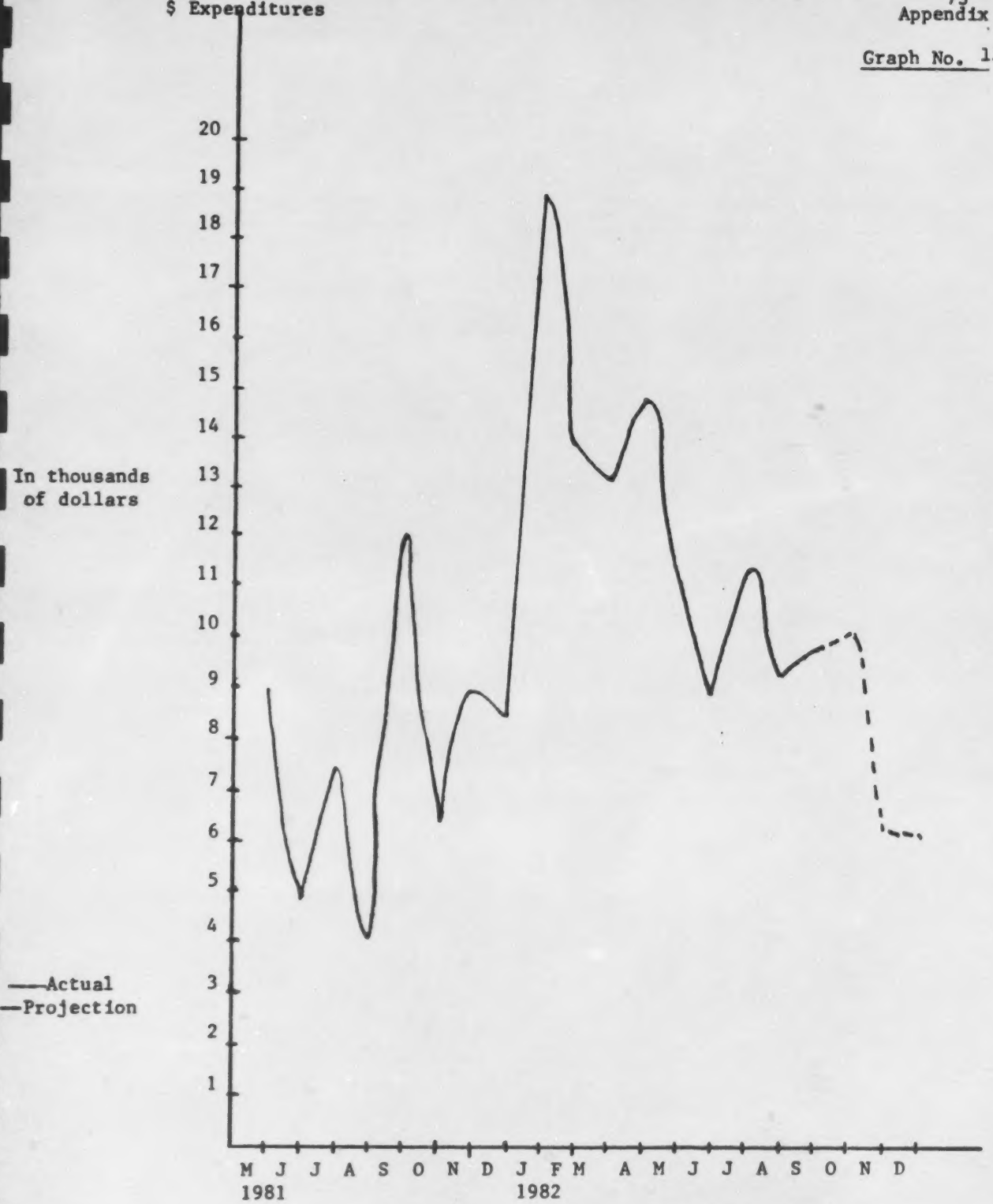
Graph No. 11



Spanish American League Against Discrimination ESL/HELP
Monthly Expenditures
For the Year Ended December 31, 1982

Appendix

Graph No. 12



Condition For Progress
Monthly Expenditures
For the Year Ended December 31, 1982

APPENDIX II

SUCCESS STORIES

Case No. 1

Mrs. Perez (fictitious name) left Cuba in 1980 and went to live in Caracas, Venezuela until her eldest son, a resident of the United States living in Ohio, was able to claim her. When she moved to Ohio, she remained there for some time until the climate affected her health; due to that situation, she decided to settle in Miami.

After her arrival, her health condition improved thus enabling her to proceed reorganizing her life. She wanted to return to her former profession which was teaching. She had 45 years of professional experience and felt very confident when she came to our offices. To exercise her profession, she needed to be proficient in the English language; therefore, she came to SALAD in order to enroll in the English classes offered by Project HELP. She started her classes, but because she didn't have transportation, we referred her to our transportation services. She used these services until they were no longer available.

Among the other services we provided to Mrs. Perez were referral to Miami Coral Park Adult Education Center, where she learned how to drive and later received personal guidance and counseling. This helped her with her emotional and social needs as well as academic goals.

On one occasion, Mrs. Perez broke her arm due to a fall and was referred to Jackson Memorial Hospital where she was assisted. After recuperating from her arm accident and once she felt more secure, she began searching for a job and was hired by a private school as a Teacher's Assistant. (In Cuba, she had attained the equivalent

of a Ph.D. in Pedagogy.)

Presently, she is looking forward to starting other classes shortly through a new Manpower Program, so that as soon as she is able, she will apply for the revalidation of her professional title, Teacher. This is, without doubt her major desire.

Case No. 2

Mr. and Mrs. Gonzalez (fictitious name), are a typical Cuban couple who came to this country with their four year old daughter, through the Mariel Key West Boatlift, in May, 1980. He is a skilled TV Technician, and she is a Physical Education Instructor. Since they did not have any relatives in Miami, they were very depressed and disoriented.

They found out about our program through Spanish newspapers, and came into our offices requesting information about Project HELP. They both felt that above all else they had to begin learning English as soon as possible. They also needed orientation regarding babysitting services. They were enrolled in English classes at Belen and arrangements were made for them to use the free transportation available and have free child care services for their daughter.

Later, Mrs. Gonzalez needed dental services, and we referred her to a local clinic where she obtained satisfactory treatment.

After referring them to different employment agencies, Mr. Gonzalez got a job as a technician in a TV-radio repair shop. Soon after, Mrs. Gonzalez also found employment in a chid care recreational center.

They both completed all the English class cycles and are now applying to enroll in evening courses, both to enlarge their knowledge of the language and to revalidate their respective degrees.

Case No. 3

Mr. Navarro (fictitious name), arrived in the United States in August, 1979. She was a former political prisoner.

Because she did not participate in community events nor shared the same philosophical view of the present regime in Cuba, she was convicted and sentenced to 25 years in prison. Through the efforts of ex-President Carter and others, Ms. Navarro, like many other political prisoners, was granted political amnesty and allowed to leave the country.

Her previous education in Cuba enabled her to adapt promptly to the American system. Nevertheless, she could not communicate in English and needed to develop that skill. She heard about Project HELP on the Spanish TV channel. Immediately after, she contacted us. After evaluating her situation, she was placed in our English classes at Belen Center, in the evening session. We also provided her with career counseling and discussed future plans. It was noticed that Ms. Navarro was determined to learn English quickly so that her employment opportunities would be enhanced. Our Intake Specialist perceived her potential growth and skills and kept that in mind.

When SALAD needed a few CRT operators for the computer terminal, she was among those interviewed. Then she had the opportunity to demonstrate the efficacy of our program when she successfully passed the English test given to the selected group of applicants. She was hired.

Due to her outstanding work she has been recently promoted

to a full time position. She is successfully working with one of SALAD's new programs, MANPOWER, as Assessment Specialist. And there she is, enjoying her job. If success were made for a person, that person is Ms. Navarro.

Case #4

Miss Diaz is a young woman who came to the United States alone during the Mariel boatlift, leaving behind all her relatives. As the vast majority of Cuban immigrants, she was disoriented and in desperate need of guidance and services. Her limited skills in English made her problem even more traumatic.

She discovered the possibility of a better future in the pages of our local Hispanic newspaper, Diario Las Americas, there she saw our ad. That same morning she came to our offices seeking assistance. She wanted to enroll in our English classes. She also needed orientation, a job, and emergency aid.

We did the intake application, assessed her situation, and referred her to the Catholic Services Bureau at their Little Havana Outreach Office where financial assistance was provided for one month.

Miss Diaz felt very comofrtable attending her classes at Belen Center in the mornings. We were able to provide free transportation services for her.

After a couple of counseling sessions, our Intake Specialist was able to place Miss Diaz in a part-time clerical position at Miami-Dade Community College, Bilingual Division. Her outstanding performance soon motivated her employer to offer her a full-time permanent position.

Miss Diaz is another example of a successful participant.

Case #5

Ms. Marta Brito enrolled In Level II English classes with Project HELP on January 6, 1982 and successfully continued to complete Level III in August, 1982. Ms. Brito worked for the college with Project HELP as a part-time employee in the computer operation. She is presently holding permanent full-time employment with Southeast Bank in the Research and Adjustment Department.

Case # 6

Ms. Caridad Lamelas has continously excelled in her language skills while enrolled in Level II and Level III English classes with Project HELP. Ms. Lamelas worked part-time for Project HELP computer operations. She has successfully gained employment as a salesperson at Fifth Avenue Card Shop.

Case # 7

Armando del Sol arrived from Cuba July 3, 1981 with wife and daughter. Enrolled in Project HELP in October 1981 as a Level I student. He completed Level I and Level II, and is currently completing Level III of his English language training. In addition to studying English, he is employed by the Marriott Hotel as a truck driver. He states that his English training in Project HELP is responsible for his success at work. He plans to continue his studies at the Division of Bilingual Studies of the New World Center Campus and hopes eventually to become an accountant.

Case # 8

Celia Rivero arrived from Cuba June 1980 with her husband. She enrolled in Project HELP in July 1981 as a Level II student. She completed Level II and is now completing Level III of her English language training. In addition to studying English, she is employed by Woolworth's Department Store as a saleslady. As a result of her English training in Project HELP, she was able to obtain her present employment. She plans to continue her studies at the Division of Bilingual Studies of the New World Center Campus (M-DCC) this year.

Case # 9

Lazaro Caraballo arrived from Cuba by himself in December of 1979. He enrolled in Project HELP as a Level II student in January, 1982. He completed Level II successfully and is now completing Level III of his English language training. He works as a musician, and he feels grateful to Project HELP for giving him the opportunity to receive training in the English language. He will continue his studies at Miami-Dade Community College, Bilingual Division, of the New World Center Campus this year.

Case # 10

Miriam Llaguno arrived from Cuba with her husband on December 2, 1979. She began in Project HELP as a Level I student in July of 1981, at the inception of our program. She completed Levels I and II, and is currently completing Level III. In addition to receiving English language training through Project HELP, she has received training in child care through the M-DCC Parent Resource Center on the South Campus. As a result, she has been working as a Project HELP babysitter at the Belen Center since last year. She hopes to continue with her studies at the Division of Bilingual Studies, New World Center Campus, Miami-Dade Community College. She feels that her English language training, as well as her child care training, have truly helped to prepare her for her future.

APPENDIX III

STATISTICS AND SUPPORTIVE DATA

ATTITUDE DIFFERENCES BETWEEN STUDENTS
BEGINNING (B) AND COMPLETING (C) OF EACH ESL LEVEL

B - Represents = Beginning
C - Represents = Completion

	LEVELS					
	1		2		3	
	B	C	B	C	B	C
Organizational Commitment	2.83	2.55	2.00	2.63	2.18	2.32
(lower # more positive)	(8)	(30)	(2)	(31)	(14)	(15)
Job Satisfaction	1.39	1.63	1.18	1.43	1.47	1.65
(lower # more positive)	(12)	(35)	(6)	(34)	(18)	(19)
Stress	2.89	3.27	3.14	3.26	3.27	3.00
(higher # more positive)	(18)	(57)	(7)	(45)	(21)	(23)
Number of participants tested						171

NOTE: Values with decimals are means; values in parentheses are the number of respondents.

The underlined figures reflect a significant mean difference ($p < .05$)

Response alternatives for the Organizational Commitment and Job Satisfaction measures were scored on 4 point scales ranging from:

(1) strongly agree (muy de acuerdo) to (4) strongly disagree (muy en desacuerdo). Response alternatives for the stress symptom measures ranged from (1) very often (muchas veces) to (4) never (nunca).

CODING:

R = Reversed Items

V = Variable

1. Organizational Commitment

$$V201 = V2 + V3 + V4^{R} + V5 + V6 + V7 + V8 + V9 + V10^{R} + V11 + V12^{R} + V13^{R} + V14 + V15 + V16^{R}$$

2. Job Satisfaction

$$V205 = V22 + V23 + V24 + V25 + V26 + V27 + V28 + V29 + V30 + V31 + V32$$

3. Stress

$$V211 = V57 + V58 + V59$$

TRANSLATION OF VARIABLES(TEST ITEMS)

1.- Strongly agree
2 - Agree
3 - Disagree
4 - Strongly disagree

V2 I am willing to expend much more effort than is expected to help the organization be successful.

V3 I talk about this organization to my friends as a great organization to work in.

V4 I feel very little loyalty towards this organization.

V5 I would accept almost any type of job to continue working for this organization.

V6 I find my values and those of the organization to be very similar.

V7 I am proud to tell others that I am part of this organization.

V8 As long as the type of job was the same it would be the same for me to work for another organization.

1 - Yes
2 - Maybe
3 - No

When you do your job well it is probable that you will be:

V17 Offered a better position where you work.

V18 Pleased with yourself.

V19 More secure at your job.

V20 Commended by your supervisor or employer.

V21 Offered a salary increase.

1 - Very well
2 - Not very well
3 - Not well at all

How would you say your job offers you the following:

V22 Good salary.

V23 Stability & security.

V24 Recreational opportunities.

V25 Promotions.

V26 Good Supervision.

V27 Sense of companionship.

V28 Good job conditions.

V29 Authority to decide how to work.

V30 Interesting work.

V31 Not feeling too tired.

V32 Good hours.

1 - Strongly agree
2 - Agree
3 - Disagree
4 - Strongly disagree

Do you agree or disagree with the following:

V33 It would be very difficult for me to leave my job, even if I wished to do so.

V34 Finding this job required much effort.

V35 I frequently consider leaving my job.

V36 It is probable that I will seek new employment next year.

V37 It makes me panic to consider what would happen to me if I left this job without having another one.

1 - Almost always
2 - Sometimes
3 - Rarely
4 - Never

V40 Do you feel lonely?

V41 Do you feel depressed?

V42 Do your personal worries affect you physically?

V43 Are you unhappy?

V44 Are you lonely even among friends?

V45 Do you remain silent to avoid problems?

V46 Do you find it difficult to make new friends?

V47 Are you bored?

1 - Often
2 - sometimes
3 - Almost never
4 - Never

In the past year, how frequently have you:

V48 Had poor health affect your job performance?

V49 Had difficulty breathing even though you haven't been working or exercising?

V50 Been made uncomfortable by strong palpitations?

V51 Had nightmares?

V53 Had dizzy spells?

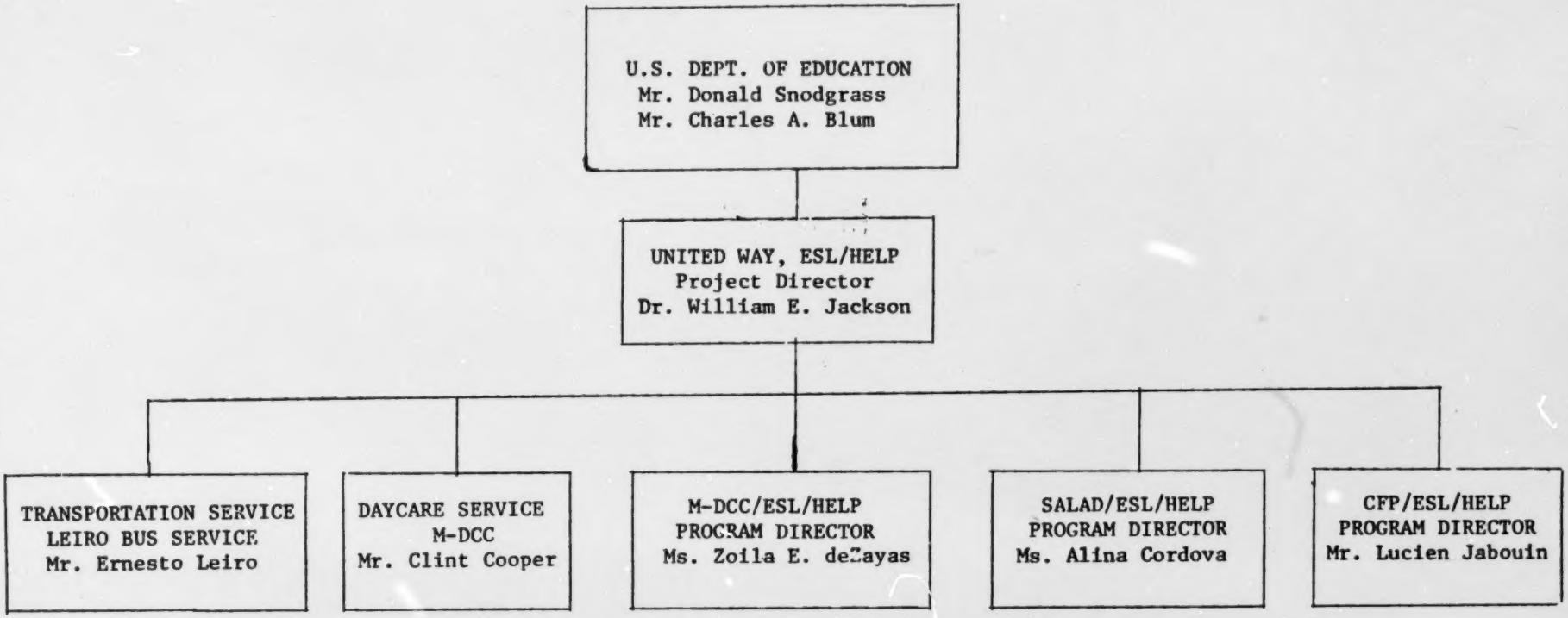
V55 Had problems sleeping or sleeping well?

V56 Have you been bothered by nervous tension or restlessness?

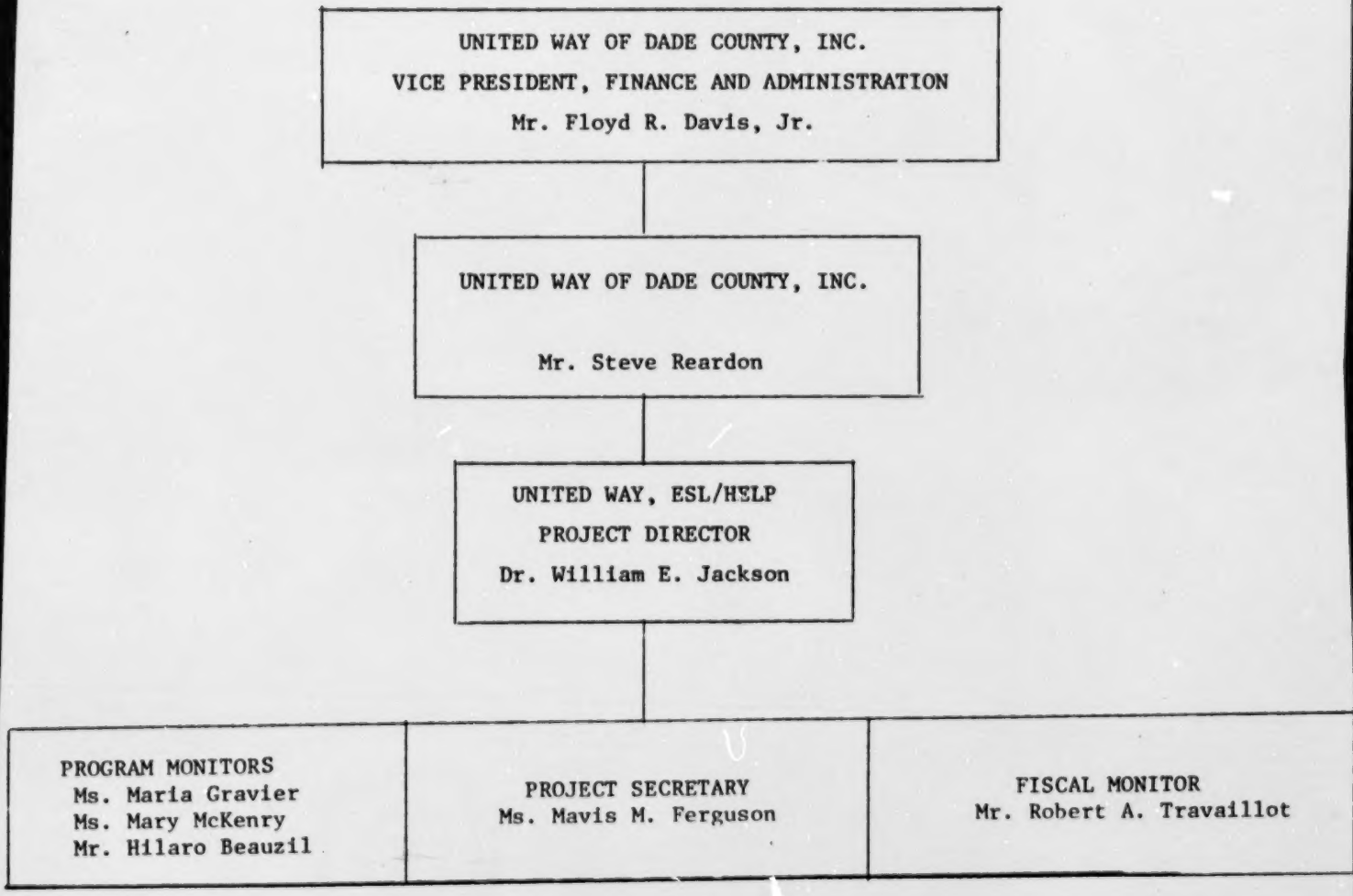
V58 Had loss of appetite?

V59 Had difficulties in waking up?

ORGANIZATIONAL CHART I



ORGANIZATIONAL CHART II



MIAMI-DADE COMMUNITY COLLEGE

PROJECT H.E.L.P.

DISTRICT ADMINISTRATION

NUMBER OF MALES AND FEMALES ENROLLED BY CENTERS

Cuban Program	No. of Students Enrolled			No. of Students Separated			No.of Students Who Completed a Level of Instruction			Actual No. of Students at the End of the Program		
	M	F	T	M	F	T	M	F	T	M	F	T
New World Center Campus												
Little Havana Center	1313	882	2195	755	448	1203	222	199	421	336	235	571
South Florida Academy	353	158	511	215	85	300	83	45	128	55	28	83
Monaco Center	239	182	421	116	89	205	68	52	120	55	41	96
Dade County Jail	62	0	62	62	0	62	0	0	0	0	0	0
North Campus												
Hialeah Center/ Edison School	1097	860	1957	775	520	1295	275	281	556	47	59	106
South Campus												
Olympia Heights	576	693	1269	181	163	344	172	309	481	223	221	444
Homestead Center	109	88	197	50	11	61	23	34	57	36	43	79
COLLEGE-WIDE TOTALS (CUBAN PROGRAM)	3749	2863	6612	2154	1316	3470	843	920	1763	752	627	1379

PROJECT H.E.L.P.
NUMBER OF MALES AND FEMALES ENROLLED BY CENTERS (CONT.D)
PAGE 2

	No. of Students Enrolled			No. of Students Separated			No. of Students Who Completed A Level of Instruction			Actual No. of Students at the End of the Program		
	M	F	T	M	F	T	M	F	T	M	F	T
Haitian Program												
North Campus												
Notre Dame	615	778	1393	277	332	609	323	354	677	27	80	107
South Campus												
Homestead Center	208	73	281	18	7	25	85	31	116	105	35	140
COLLEGE-WIDE TOTALS (HAITIAN PROGRAM)	823	851	1674	295	339	634	408	385	793	132	115	247
COLLEGE-WIDE TOTALS (CUBAN/HAITIAN COMBINED)	4572	3714	8286	2449	1655	4104	1251	1305	2556	884	742	1626

MIAMI-DADE COMMUNITY COLLEGE

PROJECT H.E.L.P.
DISTRICT ADMINISTRATION

FINAL ENROLLMENT REPORT BY CAMPUS/CENTER

	No. of Students Enrolled	No. of Students Separated	Attrition Rate	No. of Students Who Completed A Level	% of Enrollees Who Completed A Level	No. of Students at the end of the Program
Cuban Program						
New World Center Campus						
Little Havana Center	2195	1203	55%	421	19%	571
South Florida Academy	511	300	59%	128	25%	83
Monaco Center	421	205	49%	120	29%	96
Dade County Jail	62	62	100%	0	0	0
	3189	1770	56%	669	21%	750
North Campus						
Hialeah Center/ Edison Private School	1957	1295	66%	556	28%	106
South Campus						
Olympia Heights	1269	344	27%	481	38%	444
Homestead Center	197	61	31%	57	29%	79
	1466	405	28%	538	37%	523
COLLEGE-WIDE TOTALS (CUBAN PROGRAM)	6612	3470	52%	1763	27%	1379

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PROJECT H.E.L.P.
FINAL ENROLLMENT REPORT BY CAMPUS/CENTERS (CONT'D.)
PAGE 2

	No. of Students Enrolled	No. of Students Separated	Attrition Rate	No. of Students Who Completed A Level	% of Enrollees Who Completed A Level	No. of Students at the end of the program
Haitian Program						
North Campus						
Notre Dame Academy	1393	609	44%	677	49%	107
South Campus						
Homestead Center	281	25	9%	116	41%	140
COLLEGE-WIDE TOTALS (HAITIAN PROGRAM)	1674	634	38%	793	47%	247
COLLEGE-WIDE TOTALS (CUBAN/HAITIAN COMBINED)	8286	4104	49%	2556	31%	1626

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MIAMI-DADE COMMUNITY COLLEGE

PROJECT H.E.L.P.
DISTRICT ADMINISTRATION

COLLEGE-WIDE ENROLLMENT BY LEVELS

	Model	Level	No. of Students Enrolled	No. of Students Terminated	No. of Students Completed
Cuban Program	A	I	3449	1770	920
	A	II	2215	1295	558
	A	III	915	405	253
	B	I	9	0	9
	B	II	24	0	23
	B	III	0	0	0
			6612	3470	1763
Haitain Program	A	I	542	244	242
	A	II	277	107	153
	A	III	146	36	64
	B	I	458	157	189
	B	II	206	76	114
	B	III	45	14	31
			1674	634	793

MIAMI-DADE COMMUNITY COLLEGE

PROJECT H.E.L.P
DISTRICT ADMINISTRATION

COLLEGE-WIDE ENROLLMENT BY CAMPUS

	Original Goal	Actual Enrollment	No. of Students Separated	Attrition Rate	No. of Students Who Completed A Level	% of Student Who Completed A Level	No. of Students at the end of the program
New World Center Campus							
Cuban Program	2263	3189	1770	56%	669	21%	750
North Campus							
Cuban Program	1400	1957	1295	66%	556	28%	106
Haitian Program	723	1393	609	44%	677	49%	107
	2123	3350	1904	57%	1233	37%	213
South Campus							
Cuban Program	1500	1466	405	28%	538	37%	523
Haitian Program	0	281	25	9%	116	41%	140
	1500	1747	430	25%	654	37%	663
COLLEGE-WIDE TOTALS	5886	8286	4104	49%	2556	31%	1626

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